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ABSTRACT

This manual articulates the rights, responsibilities, entitlements, and conditions of employment of management personnel at San Joaquin Delta College (SJDC). The manual first presents SJDC's mission statement and then discusses the college's management goals and priorities. An examination of SJDC's administrative organization and a list of management and confidential employee positions follow. Information is then presented on: (1) the responsibilities of management personnel prior to and during employment; (2) the college's statement of ethics; (3) contract guidelines governing hiring and termination; (4) employee benefits, including vacation, leaves of absence for various purposes, holidays, remuneration, retirement, extra employment, travel, mileage, and vehicle use procedures; (5) current salary schedules; (6) the employee insurance program; (7) the five steps in the college's work planning system (review job descriptions, review the performance appraisal process and forms, review special assignments or responsibilities, formulate priorities, and determine necessary resources); (8) performance evaluation; (9) staff development; (10) grievance procedures; and (11) policy formation and review. Sample forms are provided. (JP)

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ED188703

MANAGEMENT MANUAL

SAN JOAQUIN DELTA COMMUNITY COLLEGE DISTRICT

5151 Pacific Avenue
Stockton, California 95207

JC 800 399

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

This Management Manual will formalize the rights, responsibilities, entitlements and conditions of employment for the management personnel at San Joaquin Delta College. It should be recognized that this manual will change periodically through recommendation and approval of management and the College President. Changes in this document will be the responsibility of the College President.

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I. THE MISSION OF SAN JOAQUIN DELTA COLLEGE

The educational objectives and functions for San Joaquin Delta College have been developed from ideas advanced by all segments of the college community over a period of years. In 1973 the college updated its statements of Philosophy and Goals pursuant to recommendations of the 1969 Accreditation Team. This re-statement of Philosophy and Goals was approved by the San Joaquin Delta College Board of Trustees in April of 1979.

Believing that democracy itself is based on a recognition of the worth of the individual, that significant numbers of adults of all ages have both the desire and the capacity to profit from instruction, that free individuals have the right to change their vocations, and that excellence in any field of endeavor is not a function of the social or financial status of that particular field, San Joaquin Delta College is committed to these concepts:

College courses for transfer that parallel the freshman and sophomore classes offered students at accredited public and private colleges and universities.

Occupational education in vocational skills to qualify students for employment in two years or less as well as a program of inservice and upgrading of job skills for those students employed in vocational areas.

Developmental education in all disciplines and vocations to the extent necessary to achieve the foregoing transfer and occupational goals.

Guidance, including counseling services, and the exploratory experience to help students at all stages of life to choose realistic goals and work efficiently toward them.

Evening classes for updating or learning new occupational skills, cultural enrichment, or earning a degree.

An extensive program of off-campus classes offered both in the San Joaquin County and outlying areas.

Community service programs that provide cultural, educational and recreational opportunities to residents of the college service area beyond formalized classroom programs, facilities for public use, lectures, workshops and seminars.

The college is involved in constant reappraisal of objectives and functions both within the staff area of responsibility and in general. These evaluations surface in division meetings, board meetings, operations of the president's office and community advisory meetings. They serve to make known the definitions and scope of the institution's task.

II. CURRENT MANAGEMENT GOALS AND PRIORITIES

1. Improve guidance and counseling services, including student recruitment and student information services.

2. Encourage innovative instructional and management practices.

3. Continue to work at improving internal and external communications.

4. Continue analysis and implementation of staff ideas for dollar-stretching, improved budget management, and maintenance of a fiscally healthy college.

5. Expand the Staff Development Program.

6. Continue to expand developmental education opportunities for students.

7. Investigate and analyze the expanded use of instructional technology and mastery learning programs.

8. Continue to work at improving the management decision-making and work-planning process.

9. Improve evaluation procedures for staff performance appraisals.

10. Continue to work at improving the environment for caring at San Joaquin Delta College.

III. CONCEPT OF MANAGEMENT ORGANIZATION

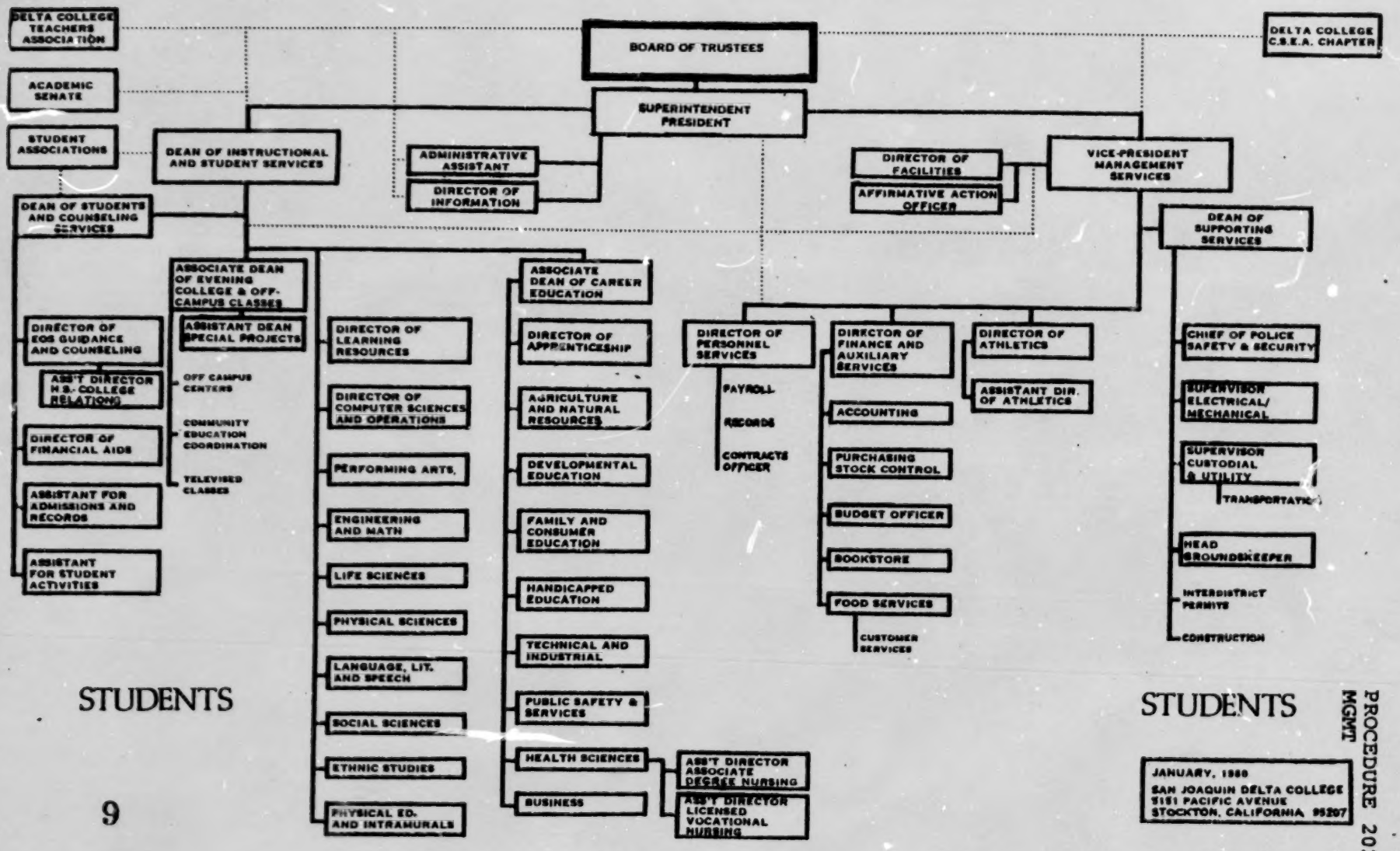
To provide unity of effort, the basic authority for the management of San Joaquin Delta College is a function of the office of the college president. The president derives his authority from the Board of Trustees. The president is responsible for the formulation of policies requiring board approval; all recommendations for board action; the implementation of board policies, procedures and other actions; and the authorization of management procedures and practices.

In turn, in the interest of management efficiency, the president delegates functions to members of the staff via job descriptions. These duties and responsibilities are outlined as a guide to incumbents in these positions and do not, in any way, limit the responsibility or basic authority of the college president for the administration of any part of the district's function.

To assist employees of the college in understanding their relationship to the administration and to each other, the Board of Trustees approves an organization chart. This chart, which will be kept current, will be on file in the Policy/Procedures Manual and will be reproduced for dissemination to all concerned.

SAN JOAQUIN DELTA COMMUNITY COLLEGE

• Organizational Relationships •



JANUARY, 1980
SAN JOAQUIN DELTA COLLEGE
5151 PACIFIC AVENUE
STOCKTON, CALIFORNIA 95207

PROCEDURE 2021
MGMT

V. MANAGEMENT STAFF

1979-80

Name	Title
CHIEF EXECUTIVE OFFICERS	
Dale Parnell	Superintendent/President
Lawrence DeRicco	Vice-President, Management Services
Phillip Laughlin	Dean of Instructional & Student Services
DEANS	
Marion Bandley	Dean of Supporting Services
Felice Rodoni	Dean of Student & Counseling Services
Dean McNeilly	Associate Dean for Career Education
Helen Palmer	Associate Dean for Evening & Off-Campus Centers
Naomi Fitch	Assistant Dean for Special Projects
DIRECTORS	
George Gibson	Director of Apprenticeship
Ernie Marcopulos	Director of Athletics
June Downer	Assistant Director of Athletics
Jack Chandler	Director of Computer Services
George Marquez	Director of EOS, Guidance & Counseling
Booker Guyton	Director of Facilities
Position Vacant	Director of Financial Aids
Robert Yribarren	Director of Finance & Auxiliary Services
Tim Cox	Director of Information
Tobin Clarke	Director of Learning Resources
Rasheeda Riddlesperger	Director of Personnel Services
SUPERVISORS	
Nancy Jones	Administrative Assistant to the President
Cathey Kinlaw	Admissions and Records Aide
Elliott Chambers	Affirmative Action Officer
Steven Fair	Assistant for Accounting
Margaret O'Connell	Assistant for Admissions & Records
Napoleon Jones	Assistant Director for High School/College Relations
Edith Godfrey	Assistant for Purchasing & Stock Control
James Nicolai	Assistant for Student Services
Richard Evans	Audio Visual Technician Supervisor
John Sayhoun	Bookstore Manager
Sharon Butler	Budget Officer
James Hale	Campus Police Chief
David Dias	College Farm Manager
Dwight Kinnebrew	Duplicating Technician Supervisor
Ted Wakabayashi	Head Groundskeeper
Pete Arima	Supervisor of Custodial & Utility Operations
Dan Everitt	Supervisor of Electrical & Mechanical Engineering
Lee Farley	Veteran's Coordinator
Position Vacant	Systems Analyst/Programmer

Name	Title

DIVISION CHAIRPERSONS

Harold Herdrich	Agriculture & Natural Resources
David Roberts	Business
Mary Ann Kellar	Developmental Education
Victor Remillard	Engineering & Mathematics
Booker Guyton	Ethnic Studies
Hazel Hill	Family & Consumer Education
Mark Mekjavich	Handicapped Education
Violet Lawrence	Health Sciences
Judie Higashi	Associate Degree Nursing
Betty Pinol	Licensed Vocational Nursing
Neil Porterfield	Language, Literature & Speech
Robert Heard	Life Sciences
Lou Nardi	Performing Arts
Donald Bennett	Physical Education & Intramurals
Thomas Bishofberger	Physical Sciences
Donald Moura	Public Safety & Services
William Dofflemyer	Social Sciences
Donald Mathews	Technical & Industrial

V. CONFIDENTIAL EMPLOYEES

Secretary to the President/Superintendent

Secretary to the Vice-President, Management Services

Secretary to the Administrative Assistant to the President

Secretary to the Dean of Supporting Services

Secretary to the Dean of Instructional and Student Services

Secretary to the Director of Personnel Services (2)

Secretary to the Director of Finance

VI. RESPONSIBILITIES OF MANAGEMENT

Responsibilities Prior to Employment

1. The manager must provide the prospective employee with a clear statement of college goals and an opportunity to discuss these with a manager. The manager must clearly specify the behaviors and attitudes which are considered essential for success in the college's program. The employee has a responsibility to understand and accept the statement of college purposes and expectations as a frame of reference for the performance of duties.

2. The manager must provide the employee with a clear definition of responsibility and authority and of the nature of relationships with colleagues. The employee must understand the job description, compensation and working conditions, and the criteria for the evaluation of performance.

Responsibilities During Employment

1. A manager must operate in a professional manner and be free to make recommendations to superiors on any pertinent issue. However, a manager has the responsibility to implement all decisions of a superior. A manager has the right to seek clarification, in the face of personal criticism, when an action constitutes the implementation of the decision of a supervisor.

2. The manager has the right as well as the responsibility to express to the heads of other offices, divisions, and departments disagreements with any operation when this operation is perceived to be detrimental to the college.

3. The institution shall provide the manager with clerical, budgetary and professional staff support within the resources of the college. The manager should receive a salary commensurate with responsibilities. At the same time, the manager has the responsibility to present the fiscal needs of his/her area of responsibility clearly and concisely.

4. The manager shall have the opportunity to participate in staff development opportunities such as attendance at professional conferences and institutes.

5. In view of the extent to which a manager's duties and responsibilities are likely to make the manager vulnerable to criticism and harassment by other elements of the college community and the large outside community, and in view of the special physical and psychological demands, the college will work to protect the manager from personal and legal jeopardy, and to support the manager in the face of undue pressure and irresponsible criticism.

6. The manager is entitled to a periodic review of job goals and performance, and is obligated to provide such a review for staff members. In both instances, major points requiring correction must be certified in writing. Since the personnel files contain confidential information on each manager, the files are accessible only to the manager, to the appropriate administrator to whom the individual manager is responsible, to the president of the college, and to the Board of Trustees.

7. Each manager is responsible to help build pride in the college and contribute to high staff and student morale.

Statement of Ethics

A Definition of Ethics

Ethical behavior is often defined as "right" or "good" behavior as measured against commonly accepted rules of conduct for a society or for a profession. The ethical person is often described in absolute terms as one who is fair, honest, straightforward, trustworthy, dispassionate, unprejudiced. If, however, one is inconsistently fair or honest, one loses credibility and is perceived to be unethical. The ethical person must be conspicuously consistent in the exercise of integrity to sustain the credibility which is an expectation of office.

Importance of Ethics

The credibility of college administrators may well be in direct relation to whether or not they are perceived as honest men and women. If integrity contributes to credibility, then ethical behavior is a singular prerequisite to successful management. When the people are convinced that public institutions are administered by honest men and women, questions of credibility and demands for public accountability rarely arise.

Expectations for Ethical Behavior

Administrators of community colleges shall be committed to the principles of honesty and equity. They shall not seek to abridge for any purpose the freedoms of faculty, staff and students. At the same time, they shall not willingly permit the rights and privileges of any members of the college community to override the best interests of the public served by the college.

As appointed managers of the college community, administrators shall exercise judgments which are dispassionate, fair, consistent and equitable. They shall exhibit openness and reliability in what they say and do as leaders. They shall confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise of the principles of ethical behavior.

The consistent exercise of integrity is ethical behavior.

VII. CONDITIONS OF EMPLOYMENT

A. CONTRACT GUIDELINES

1. When a management staff member is appointed, it is expected that the manager will render the quality services that will warrant continuing employment. The Board shall give written notice by March 15th of each year to management personnel in its employ of the nonrenewal of the contract for the following college year. For the renewal to become effective, the management member must notify the Board in writing on or before July 1st of his/her intent to accept the contract. The exact period entered on a contract, since it is binding on both parties, must reflect consideration of the following factors:

   a. It is the responsibility of the appropriate supervisor to state and provide evidence to support the period of anticipated need for any management position.

   b. The contract must specify whether the period of employment is for ten months, eleven months or twelve months of professional duties per year. Any exceptions and special employment conditions must be identified by a statement on the contract.

2. General Information

   a. Initial placement on the salary schedule will be determined by job requirements, related experience, responsibility, and a survey of similar management positions. The range of an individual job can vary depending on the responsibility of the position.

B. HIRING PROCESS

1. Declare Position Vacancy

   A vacancy is approved and a personnel requisition to fill the position is completed by the appropriate administrator with the approval of the President/Superintendent and the Dean of Instructional and Student Services or the Vice-President, Management Services. The position announcement will include a position description, specific qualifications, college contact person, approximate salary range, and closing date (date after which applications will not necessarily be accepted and processed). All material relating relating to the vacancy will be reviewed by the Affirmative Action Officer and Title IX Officer for conformity to the college affirmative action plan.

2. Announce Position Vacancy

The Director of Personnel Services will develop the recruitment base and procedures to be used for each vacant position, consistent with the college affirmative action plan. Management position vacancies will be announced to both (1) in-house staff members and (2) to external organizations, individuals and agencies, as appropriate.

3. Inquiries Received and Processed

Inquiries for position openings will be received and processed by the Director of Personnel Services. The Director will comply with established policies and procedures in processing inquiries. The steps taken will be consistent with the college affirmative action plan.

4. Official Applicant Status

Application documents will include, but are not limited to:

a. A completed application.

b. Transcripts of post-secondary education or its equivalent.

c. Placement file or three letters of recommendation.

d. Candidates who have not completed their file will not be considered an applicant.

5. Screening of Official Applicants

Screening of official applicants will be in accordance with existing policies. (These procedures and criteria will be reviewed to determine conformity with the affirmative action plan.)

6. Notification of Interview Schedule

Those applicants being called for an interview will be informed about the type of interview and any specific requirements.

7. Interviews

a. The appropriate administrator will determine processes and criteria to be used for the interview procedure, subject to the approval of the Director of Personnel Services. The following processes should be followed:

1) Determine the interviewers.

2) Explain position, job description, and criteria (from the position description) with the interviewers.

3) Review method of interview, types of questions to ask and the process of interview.

8. Selection of Final Applicant

The President will recommend a final selection in cooperation with the appropriate administrator. The Board will appoint the successful candidate.

9. Notification of Final Candidate

The selected candidates will be notified by a letter from the President. The Director of Personnel Services will notify the other top candidates about the disposition of their application and candidacy.

10. Applicant Review Record

The Director of Personnel Services will be responsible for developing processes and procedures assuring that applicant review records are processed for all applicants for each position open. The Director of Personnel Services will be responsible for developing the Title IX applicant review record form, and maintaining applicant review.

11. The Affirmative Action Officer and Title IX Officer are expected to monitor the employee hiring practices, procedures and criteria to assure compliance with federal and state law and college policies and procedures. The Affirmative Action Officer and Title IX Officer are encouraged to participate in these processes as observers.

C. TERMINATION

1. The manager and the institution obligate themselves to each other for the terms specified in a written contract. Except in the case of failure to perform prescribed duties in an acceptable manner, this obligation shall be honored by the college.

2. Notice will be given in the case of a decision to terminate the employment of a manager. When a manager decides not to continue in a position, sufficient notice shall be given in which to find a suitable replacement.

3. A manager has the right to pursue employment opportunities in other areas within the institution or in other institutions without being perceived as disloyal to current responsibilities.

4. The institution has a responsibility to provide evaluations of the manager's effectiveness regarding the possible retention or termination of employment. When removal is contemplated, the manager shall be given a clear statement of the facts and be afforded due process according to law.

VIII. ENTITLEMENTS OF EMPLOYMENT

A. PERSONNEL BENEFIT PROGRAM

The comprehensive personnel benefit protection program currently in effect for members of San Joaquin Delta College applies to all management personnel.

B. VACATION

1. Managerial personnel on annual contract shall accrue vacation entitlement at the rate of 20 days per year or 1-2/3 days for each calendar month.

2. Vacation time shall be advanced to the employee's record on July 1 of each year. However, if an employee should resign, retire, be dismissed or terminated before the end of the college year, the employee must pay for any leave taken which had not been accrued. Vacation time earned during the college year must be taken no later than January 31 of the next college year or it will be lost. Exceptions to this rule may be approved by the President/Superintendent, but in no case shall individuals be paid for unused vacation days.

3. Managers will plan to take one week's vacation during the Christmas Holidays and one week's vacation during the Spring Week unless the President and Superintendent indicates that the workload or duties of the manager prevent the taking of vacation at this time in the best interest of the college.

4. It is the prerogative of the President/Superintendent to ensure that arrangements for such vacations do not interfere with the best interests of the San Joaquin Delta Community College District.

5. In the event of death, retirement, or transfer of such employee, the District will remunerate the employee for the time due as per Paragraphs 1. and 2. above.

Division Chairpersons will have the same vacation period and holidays as other ten-month personnel except they will report for duty a minimum of one week prior to the opening of school and remain on duty one week after the close of school.

C. LEAVES

1. Managers are entitled to the leaves as outlined on the following pages.

Leaves for Illness or Injury (Management)

A. Management employees are entitled to one day of sick leave for each month of employment during the college year for illness or injury without loss of pay, accumulative idenfinitely. An employee must be employed every working day of the month in order to qualify for sick leave credit for that month. Pay for any day of such absence shall be the same as the pay which would have been received had the employee served during the day of illness.

B. A management employee employed less than 12 months shall be entitled to that proportion of sick leave as the number of months he/she is employed per year bears to twelve. When such person is employed for less than a full fiscal year of service, this and the preceding paragraph shall determine that proportion of sick leave to which he/she is entitled.

C. Sick leave is available on the first day of each fiscal year. Sick leave credit for leave of absence for any current college year need not be accrued prior to taking such leave and may be taken at any time during the college year.

D. Any person who terminates his/her employment during the year and who has been absent because of illness or injury for a longer period of time than he/she would be entitled to because of length of service shall have the amount of the overpayment deducted from his/her last warrant.

E. Sick leave benefits earned but unused on the date of termination for any cause shall not be paid to the employee in cash. If the employee became a member of STRS or PERS prior to July 1980, the unused sick leave may be converted to retirement credit.

F. Unused sick leave accrued in community college districts, the Office of the County Superintendent of Schools, or other school districts where the individual was employed for more than one calendar year, and where there is no break in service greater than one calendar year, may be transferred to a succeeding employing district. Forms for the transfer of previously earned sick leave may be obtained in the Office of Personnel Services. On receipt of official verification, the unused sick leave will be credited to the employee's sick leave balance.

G. An Absence Report form for management employees shall be completed for all illnesses and forwarded to the Office of Personnel Services. A statement from a qualified physician verifying the reason for absence due to illness or injury may be required after five (5) days.

Supplemental Sick Leave

A. When an employee is absent from his/her duties on account of illness or accident for a period of five (5) months or less, whether or not the absence arises out of or in the course of employment, the employee shall be credited with sufficient additional sick leave which, when added to his/her regular earned sick leave, shall not be less than one hundred (100) working days. Such additional sick leave shall be exclusive of any other paid leave and will be compensated

at not less than fifty (50) percent of the employee's regular salary.

B. Total full pay and supplemental sick leave shall not exceed one hundred (100) working days in any one college year or for any one illness. No full pay or supplemental sick leave payments shall be made during the period of the college year in which the employee would not normally be employed. Employees who are on supplemental sick leave basis shall not be entitled to the sick leave, holiday, or vacation benefits granted permanent employees.

Personal Necessity Leave

A. The employee requiring a leave under this section shall verify by a signed statement that he or she has taken a leave for one of the reasons listed as permissible under this policy. Whenever possible, advance notification of any personal necessity permitting leave under this section shall be given.

B. An employee may use, at his election, not more than six (6) days of accumulated sick leave benefits in a school year in the following cases of personal necessity.

(1) Death of a member of the employee's immediate family. According to Education Code 87788, immediate family is defined as mother, father, grandmother, grandfather, or grandchild of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any relative living in the immediate household of the employee.

(2) Accident, involving his or her person or property, or the person or property of a member of his or her immediate family, as defined above, of such an emergency nature that the immediate presence of the employee is required during his or her work day.

(3) Appearance in court as litigant, or as a witness under an official order.

(4) Serious or critical illness or a member of the immediate family, as defined above, calling for services of a physician and of such an emergency nature that the immediate presence of the employee is required during his or her work day.

(5) Death of a member of the family not considered immediate family, i.e., aunt, uncle, brother-in-law or sister-in-law.

(6) When any of the following significant personal events occur which require the immediate attention of the employee during assigned hours of service and the circumstances cannot be reasonably granted, which three (3) days are within the six (6)

days authorized by Section 87784 of the Education Code, in any school year for all cases of personal necessity listed in paragraphs (1) through (5) preceding.

a. To males when wife gives birth to a baby.
b. To take any advanced educational degree examination.
c. To get married.
d. To attend marriage of son or daughter.
e. To attend college graduation for spouse, son or daughter.
f. To appear before a local, state, or federal government agency.
g. To transact business before a local, state or federal agency.

Bereavement Leave

A. Every manager shall be entitled to three (3) days of paid leave of absence, or five (5) days if out-of-state travel is required, for each occurrence on account of the death of any member of the immediate family. This leave shall not be deducted from sick leave.

B. "Member of the immediate family" means the mother, father, grandfather or grandmother or a grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any relative living in the immediate household of the employee. (Education Code 87788).

Leave for Industrial Accident or Illness

All District employees who are eligible for Workmen's Compensation benefits will be provided with industrial accident and illness leave according to the following provisions (in accordance with Education Code Sections 13469.1 and 13651.2):

A. The accident or illness must have arisen out of and in the course of the employment of the employee and must be accepted by the State Compensation Insurance Fund as a bonafide injury or illness.

B. Allowable leave for each industrial accident or illness will be for the number of days of temporary disability but not to exceed 60 days during which the college is in session or when the employee would otherwise have been performing work for the District in any one fiscal year.

C. Allowable leave will not be accumulated from year to year.

D. The leave under these rules and regulations will commence on the first day of absence.

E. Maximum salary during any one period will not exceed the normal salary rate.

F. Industrial accident or illness leave will be reduced by one day for each day of authorized absence regardless of a temporary disability indemnity award.

G. During any paid leave of absence, the employee will endorse to the District the temporary disability indemnity checks received on account of his or her industrial accident or illness. The District, in turn, will issue the employee appropriate salary warrants for payment of the employee's salary and will deduct normal retirement (on his/her full salary) and other authorized contributions.

H. Temporary disability payment on account of the industrial accident or illness must be endorsed back to the District during any paid leave of absence.

I. Upon termination of the industrial accident or illness leave the employee will be entitled to the benefits provided for sick leave (Education Code Sections 13467, 13468, 13469) and his/her absence for such purpose will be deemed to have commenced on the date of termination of the industrial accident or illness leave, provided that if the employee continues to receive temporary disability indemnity he may elect to draw on accumulated sick leave to provide (with temporary disability indemnity payments) total income not to exceed normal full salary.

Jury Duty Leave

A manager shall be entitled to as many days of paid leave as are necessary for appearances in any mandatory legal proceeding, including jury duty. This leave will not be deducted from any accumulated leave.

Any amount paid for service on a jury must be returned to the college district.

Religious Observances Leave

Upon approval of application, managers may be absent to observe religious holidays of their own faith other than those indicated in the school calendar with the deduction of pay equal to that paid the substitute, for a period of time not to exceed two (2) school days per year.

Maternity Leave

Sick leave benefits for pregnancy-related medical conditions will be granted on the same basis as they are granted other employees subject to disabling conditions. Such benefits will be granted in accordance with Board Policy #4610 and Article XIII of the San Joaquin Delta Community College District and the California Scholl Employees Association (Delta Chapter 359) Agreement for as long as the employee, in the opinion of the doctor, is medically unable to return to work.

Employees who are absent on account of pregnancy-related medical conditions in excess of 60 calendar days may be eligible for disability benefits, in accordance with the District's group disability plan.

An employee, upon abilito to resume the duties of a position to which she was assigned, but who wishes additional leave, may request an unpaid leave of absence.

Military Leave

Military leave shall be granted to any employee who volunteers or is conscripted for duty with the armed forces of the United States. Such absence shall not affect in any way the classification of the employee providing he or she has been an employee of the District for a period of not less than one year immediately prior to the date upon which the leave of absence begins. Such leave and compensation therefore shall be granted in accordance with provisions of the Education Code and in accordance with the provision of Division 2, Part 1, Chapter 7, of the Military and Veterans Code.

Scholarship and Fellowship Leaves

The Board of Trustees may grant a leave of absence to any manager for one or two semesters for the purpose of accepting a fellowship or a Peace Corps or Teacher Corps assignment. This leave may be extended for an additional year at the discretion of the Board of Trustees. Such leave may be in addition to a sabbatical leave, if reasonable. Leave for two years shall not be considered a break in service. While on such leave, the employee shall advance on the salary schedule. Education Code 97767.

Other Purposes Leaves

The Board of Trustees may grant a leave of absence to any manager for a purpose other than those listed in other policies if such leave is not inconvenient to the District. Education Code 97764.

D. HOLIDAYS

Managers are entitled to the holidays granted by the Education Code and the Board of Trustees.

E. SALARY AND INDIRECT COMPENSATION POLICY

Deductions may be made on all payroll checks for the following: Federal income taxes, State income taxes, Social Security, State retirement fund, association dues, credit unions, United Way, tax sheltered annuities, college foundation and supplemental life insurance.

F. RETIREMENT

1. Retirement and Retirement Funds

A. All management employees are under one of two State retirement programs, depending whether the employee is classified or certificated. Deductions in accordance with prescribed laws are made from the manager's salaries for contribution to the respective retirement system.

B. Some management personnel may have payroll deductions for both Social Security and the State retirement system.

2. Policy Concerning Retirement for College Personnel

The provisions of the following Policies 3620 and 4350 apply to managers regarding employment beyond normal retirement age. Policy 3615 Reduced Service Partial Retirement Plan applies to managers according to Education Code provisions.

Employment Beyond Normal Retirement Age - Certificated

A. Notwithstanding any other provisions of state law or district rules and regulations, any certificated staff member who reaches the age of 70 and desires to continue in employment beyond that age may be continued in service, with the approval of the Board of Trustees, if the person so requests in writing to the Board through the President/Superintendent. Procedures and standards for evaluation to determine physical and professional competence shall be uniform for all employees of the district with similar general duties and responsibilities. (Ed Code 23922, 87664)

B. The age 65 mandatory retirement policy for all administrative positions shall remain in effect for all administrative personnel. The employee may be continued in a non-administrative position upon the recommendation of the President/Superintendent, providing the employee meets the competency requirements.

Employment Beyond Normal Retirement Age - Classified

A. Classified employees may request to continue in employment beyond age sixty seven (67).

Notwithstanding any other provisions of state law or district rules and regulations, any classified staff member who reaches the age of 67 and desires to continue in employment beyond that age may be continued in service, with the approval of the President/Superintendent, if the person so requests in writing to the Board through the President/Superintendent. Procedures and standards for evaluation to determine physical and professional competence shall be uniform for all employees of the district with similar general duties and responsibilities. (Ed Code 45134, Govt. Code 20983.6)

The Administration shall develop procedures for implementing this policy.

B. The age 65 mandatory retirement policy for all administrative position shall remain in effect for all administrative personnel. The employee may be continued in a non-administrative position upon the recommendation of the President/Superintendent, providing the employee meets the competency requirements.

Reduced Service Partial Retirement Plan

A. It shall be the policy of the San Joaquin Delta Community College District to permit certificated employees of the district to reduce their workload from full-time to no less than 50% time and have their benefits based on full-time employment.

B. To qualify for this program, the employee: (a) Shall have completed ten years of prior full-time service in a position requiring certification in the public school system of California which includes grades K-14 the last five of which shall have been full-time in this district, with sabbatical leaves being counted as full-time employment, and (b) Shall have attained the age of 55 prior to the beginning of the semester in which the reduction in teaching service begins. It shall be the employee's responsibility to initiate the request for reduced teaching service.

C. The agreement for reduced service must be initiated by the employee and the agreement shall be executed by one employee and the San Joaquin Delta Community College District in writing no later than December 31. The agreement shall be for a minimum period of one year and a maximum period of five years of such part-time status. The agreement can be revoked or extended only with the mutual consent of the employee and the San Joaquin Delta Community College District. No employee shall be eligible after the college year which he/she attains the age of 65.

D. If the employee has not reached the age of 65 at the end of the five-year maximum period, and wishes to continue employment, he or she is guaranteed no less than the reduced part-time employment. If the employee chooses part-time, he/she would receive only the same percentage of credit toward retirement for which he or she is under contract. The employee may return to full-time employment subject to district agreement.

E. A half-time schedule could, with the approval of the District, either be full-time for one semester and no duties during the other semester, or half-time teaching load, which does not necesarily require daily presence on campus, throughout both semesters.

F. The employee shall be paid a salary which is the pro rata share of the salary he/she would be earning had he/she not elected to exercise the option of part-time employment. He/she shall retain all other rights and benefits for which he/she or the District makes the payments, including those as provided in Section 53201 of the Government Code, that would be required if he/she remained in full-time employment.

G. The district reserves the right to deny granting a reduced workload to any employee if doing so would create unusual and difficult staffing problems. A denial, however, shall be only temporary and the employee may reapply for the following school year or school term.

H. The employee, who is employed on a part-time basis, and the district agree to contribute to the Teacher's Retirement Fund the amount that would have been contributed if the employee was employed on a full-time basis.

I. Full retirement credit is not earned until the end of the full school term or full school year. Participants who terminate prior to concluding periods will receive retirement credit based on the salary actually paid in the proportion that it relates to the annual salary that would have been paid had the employment continued.

J. All rights mandated by law and additional benefits which may be granted by the district to its certificated employees shall be applicable to any and all such employees who are on contract for reduced teaching service.

K. None of these provisions shall be in conflict with Chapter 1367 of the Statutes of 1974.

G. EXTRA EMPLOYMENT

1. Managers on 12-month contracts are frequently required to perform duties outside the normal work day as a regular part of their duties. No paid extra employment such as hourly instruction or counseling will be allowed.

2. Managers on ten-month contracts are sometimes required to perform duties outside the normal work day as a regular part of their duties. No additional compensation will be allowed for duties such as evaluation of instructors or routine class visits at the opening of the semester or at other times as requested by the Dean of Instructional and Student Services, the Vice-President Management Services, or the President.

3. Managers on ten-month contracts may elect to teach in the Evening College on an hourly basis for compensation. Such extra employment shall in no instance exceed three hours per week for any semester without written permission of the Dean of Instructional and Student Services. In special cases permission will be granted for six hours per week for a single semester. Employment in Summer Session shall not exceed twenty hours per week.

H. TRAVEL AND MILEAGE

Management travel requests should be presented to the appropriate office. The initial requests should be made early enough to allow time for processing in advance of the trip.

If a substitute will be needed, forms for permission to be absent should be completed at the same time, and should accompany the travel request.

TRAVEL CLAIMS

If the request is approved, a travel expense claim form will be available from the Transportation Clerk to the manager prior to the trip. These forms should be submitted in triplicate to the Transportation Clerk within one week after the return from the conference or meeting. The travel expense claim will be forwarded to the Dean of Supporting Services for final approval.

OUT OF DISTRICT TRAVEL

The following rules governing travel expense are for guidance in submitting advance requests for approval of district travel and for reimbursement for expenses thereby incurred. These rules constitute an administrative regulation to guide submission of all claims for travel reimbursement.

An approved copy of the "district travel request" form shall be attached to all claims for travel reimbursement.

CLAIMS FOR TRAVEL EXPENSE

Actual and necessary travel expenses shall be allowed and paid in accordance with the following rules:

1. Expense accounts while traveling at the expense of the district shall show the purpose of the trip.

2. All expense accounts shall be properly itemized, accompanied by the necessary vouchers and approved by the duly authorized officer.

3. Established charges by common carriers or terminal stations for the handling or transportation of necessary personal or official baggage will be allowed. No other personal expense shall be claimed.

Receipts or vouchers shall be submitted for every item of expenses except as follows:

1. Railroad fares and stage fares where the fares are available in published tariffs and travel is wholly within the State.

2. Meals.

3. Street car, ferry fares, bridge and road tolls.

4. Long distrance telephone or telegraph charges unless in excess of $3.00.

5. Taxi or hotel bus fares, when necessary upon official business.

6. All legal expenditures of $1.50 or less.

HOTELS

1. Claims for hotel accomodations shall not exceed $24.70 per day except in cases of travel outside the State where full reimbursement will be allowed.

2. Receipts for lodgeing, European Plan, or board and lodging, American Plan, shall be furnished and shall show the dates for which the charge is made. American Plan shall not exceed $40.55 per day.

3. If a conference or meeting is scheduled for a particular hotel, either inside or outside the State, full reimbursement will be allowed while registered at conference headquarters. If, due to causes beyond the control of the individual, it is necessary to obtain accomodations other than at the conference headquarters hotel, full reimbursement will be allowed. If the individual chooses to obtain accomodations other than at the conference headquarters, the individual will receive full reimbursement, not to exceed cost of conference headquarters. Substatiating statement must be attached to travel claim.

MEALS

1. The maximum allowance for meals is $15.85 per day.

2. The amount expended for any particular meal is left to the discretion of the individual, but the total for all meals shall not exceed the applicable maximum allowance. It is not necessary to detail the cost of meals. Meals may be averaged out on a daily basis or they

3. Expense accounts shall show time of departure from and return to the college. Should the time of departure be after 7:00a.m., or the time of return be prior to 7:00a.m., no allowance for breakfast may be claimed. Should the time of departure be after 12 noon or the time of return prior to 12 noon, no allowance for lunch may be claimed. Should the time of departure be after 7:00p.m., or the time of return be prior to 7:00p.m., no allowance for dinner may be claimed.

RAILROAD TRANSPORTATION

1. No more than actual fare on any transportation service, in accordance with the latest tariffs at the time the trip was made, shall be allowed. Special rates and round-trip rates shall be used whenever possible.

2. One berth for each person or "roomette" accomodations will be allowed.

3. Unusual delay or a deviation from the shortest, usually traveled route, shall be explained. If due to causes beyond the control of the individual, the additional expense may be allowed.

AIRPLANE TRAVEL

Claims for airplane travel shall be allowed when in conformity with the latest regular published airplane tariffs. When more than one class of air travel is available, the district will pay tourist class only. "No Show" charges may be claimed if justified.

AUTOMOBILE TRAVEL

1. In cases where authorized travel is by district-owned automobile, actual and necessary travel expense shall not include mileage expense. District vehicles should be requested as early as possible after approved Travel Request is received. Vehicles are to always be picked up at and returned to the vehicle parking area. The Transportation Clerk is to be notified of all cancellations as soon as possible due to the heavy demand for vehicle use.

2. Mileage for privately owned automobiles is allowed. Rate of reimbursement, on any one trip, is 16¢ per mile for the first 200 miles, and 14¢ per mile thereafter.

3. Ferry, bridge, or toll charges may be claimed in addition to mileage allowances.

INCIDENTAL TRAVELING EXPENSES

A maximum allowance of $1.45 may be claimed, without itemization for incidental traveling expenses during each 24 hours for major fraction thereof, starting at the time of departure from and ending with return to college. A major fraction of 24 hours is defined as 12 or more hours.

IN-DISTRICT MILEAGE

The following rules apply to requests for reimbursement for travel within the district when no district vehicle is provided:

1. Travel allowances shall be paid any employee assigned to more than one area in the district or whose assignment requires the use of his car to visit various locations within the district. He shall be paid for the use of his own automobile at the mileage rate approved for the district (16¢ per mile). Distance allowed will be those between areas or other locations to which he is assigned. This shall not include distances between home and assignment but between assignment and school.

2. Payment shall be for travel by the shortest possible route.

3. All employees may be reimbursed for official travel within the district during the working day in connection with their assignments when authorized by the responsible administrator; or, in the case of an administrator, whenever he feels that the travel is essential in order to fulfill his responsibility.

4. Claims for reimbursement shall be filed in triplicate with the Transportation Clerk at the end of each month.

5. When an employee is given the same assignment for a second or succeeding years, or when an employee is assigned to an established position where the cost of travel is known from previous experience, or where an employee's assignment involves regular daily travel, the cost of which is known or can easily be determined, a flat rate or reimbursement may be requested and such rate, based on actual experience will be set by conference with the Vice-President, Management Services.

TRAVEL BY MEMBERS OF THE BOARD OF TRUSTEES

In view of the fact that members of the Board of Trustees do not receive any compensation for their services as such, they shall be reimbursed in full for travel on the basis of the actual and necessary expenses incurred by them. Each member of the Board shall submit a Travel Expense Claim form in triplicate to the Vice-President, Management Services for his approval, accompanied by receipts or vouchers for every item of expenses except as follows:

1. Railroad fares and stage fares where the fares are available in published tariffs and travel is wholly within the State.

2. Meals.

3. Street car, ferry fares, bridge and road tolls.

4. Long distance telephone or telegraph charges unless in excess of $3.00.

5. Taxi or hotel buss fares, when necessary upon official business.

6. All legal expenditures of $1.50 or less.

VEHICLE USE PROCEDURE

1. All college vehicles will be gassed at the pumps of the Agriculture Yard for travel within one-tank of gas of Stockton.

2. Mark on the Trip Ticket the number of gallons _____Regular _____Unleaded gas put in the vehicle.

3. A gas pump key (regular or unleaded, as applicable for the vehicle being used) will be furnished with vehicle keys so to put gas in the vehicle's tank.

4. A person should allow approximately 15 minutes to gas the vehicle before leaving the campus on a trip.

5. Credit cards will be used only when a vehicle has to travel too far from Stockton to return on a half-tank of gasoline.

6. Any time a vehicle is so far away from Stockton that it has to be gassed by Credit Card, the oil will be checked without exception.

7. Any questions can be answered by Teri Hale, ext. 310, or Dr. Marion K. Bandley, ext. 350.

SAN JOAQUIN DELTA COMMUNITY COLLEGE DISTRICT

12-MONTH MANAGEMENT PERSONNEL SCHEDULE 1979-80

Vacation Days		Class	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
30	** Superintendent-President				52,061			
20	*** Vice-President, Management Services	0	41,890	42,693	43,511	44,345	45,195	46,061
20	Dean of Instructional & Student Services	1	39,890	40,693	41,511	42,345	43,195	44,061
20	Dean of Student and Counseling Services Dean of Supporting Services	2	38,130	38,940	39,750	40,559	41,369	42,177
20	Associate Dean of Career Education Associate Dean Evening College & Off-Campus Ctrs.	3	36,865	37,526	38,190	38,851	39,513	40,177
20	Assistant Dean for Special Projects	4	34,743	35,405	36,067	36,730	37,391	38,053
20	Director of Athletics Director of Computer Services Director of EOS Counseling & Guidance Director of Facilities Director of Learning Resources	5	32,119	32,780	33,441	34,109	34,767	35,431
20	Director of Financial Aids * Director of Apprenticeship Director of Finance & Auxiliary Services Director of Personnel Services Assistant Director of H.S./College Relations	6	28,234	28,864	29,493	30,122	30,752	31,381
20	Supervisor of Electrical & Mechanical Engineering Systems Analyst/Programmer	7	21,951	23,049	24,201	25,411	26,682	26,016
20	Administrative Assistant to the President Director of Plant Services Director of Information	8	21,326	22,409	23,546	24,746	26,000	27,311
20	Assistant for Accounting Assistant for Admissions & Records Assistant for Purchasing and Stock Control Bookstore Manager Budget Officer Supervisor of Custodial & Utility Services Veterans Coordinator	9	19,316	20,294	21,324	22,409	23,548	24,746
20	Campus Police Chief	10	17,064	17,934	18,847	19,801	20,799	21,853
20	Admissions and Records Aide Assistant for Student Services	11	14,699	15,455	16,238	17,064	17,934	18,847
20	Audio Visual Technician Supervisor Duplicating Technician Supervisor Head Groundskeeper	12	14,344	15,070	15,840	16,638	17,492	18,375
20	College Farm Manager	13	13,987	14,699	15,455	16,238	17,064	17,934

Effective July 1 of the thirteenth year of consecutive service as an employee of the San Joaquin Delta Community College District, a longevity increment of 2½% will be added to the employee's base salary.

Effective July 1 of the seventeenth year of consecutive service as an employee of the San Joaquin Delta Community College District, a longevity increment of 5% will be added to the employee's base salary.

* This is an 11-month position, and will be paid at 11/12 of the stated salary. Receives 18-1/3 vacation days per year.

** Assigned use of school vehicle plus $75.00 per month allowance.

*** Assigned use of school vehicle plus $50.00 per month allowance.

2-7-80

SAN JOAQUIN DELTA COMMUNITY COLLEGE DISTRICT

10-MONTH
Management Personnel Schedule
1979-80

	Class	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Affirmative Action Officer Division Chairperson Agriculture & Natural Resources Business Engineering & Mathematics Ethnic Studies Health Sciences Language, Literature & Speech Life Sciences Physical Sciences Performing Arts Physical Education & Intramurals Public Safety & Services Social Sciences Technical & Industrial	14	26,476	27,368	28,258	29,149	30,040	30,931	31,821	32,711
Assistant Director Associate Degree Nursing Athletics Licensed Vocational Nursing Division Chairperson Developmental Education Family & Consumer Education Handicapped Education	15	25,038	25,908	26,776	27,645	28,513	29,380	30,249	31,118

Management personnel in Classes 14 and 15 will be on duty four days before the first duty day and five days after the last duty day for certificated contract employees.

Effective July 1 of the thirteenth year of consecutive service as an employee of the San Joaquin Delta Community College District, a longevity increment of 2½% will be added to the employee's base salary.

Effective July 1 of the seventeenth year of consecutive service as an employee of the San Joaquin Delta Community College District, a longevity increment of 5% will be added to the employee's base salary.

ADJUSTED

1979-80

CERTIFICATED SALARY SCHEDULE

	I	II	III	IV	V	VI
TYPE 1	Voc.Cred. or C.C. Life Cred.	Voc.Cred.+ 30 or C.C. Life Cred. Plus 45	Voc.Cred.+ 45 or C.C. Life Cred. Plus 60	Voc.Cred. +BA or C.C. Life Cred. with BA Plus 15	Voc.Cred. with BA+ 45 or C.C. Life Cred. with BA Plus 60	Earned Doctor's Degree
TYPE 2	BA	BA + 30	MA	MA with 45	MA with 60	Earned Doctor's Degree
1	15,638	16,307	17,196	17,885	18,691	19,484
2	16,523	17,204	18,092	18,790	19,606	20,340
3	17,411	18,098	18,990	19,694	20,519	21,199
4	18,297	18,992	19,885	20,601	21,434	22,056
5	19,182	19,884	20,782	21,506	22,348	22,914
6	20,070	20,778	21,678	22,411	23,263	23,771
7	20,953	21,672	22,575	23,317	24,177	24,629
8	21,839	22,565	23,472	24,222	25,092	25,487
9	22,726	23,457	24,368	25,127	26,006	26,345
10		24,352	25,262	26,032	26,920	27,202
11			26,161	26,939	27,833	28,061
12				27,844	28,748	28,918
13					29,663	29,776
14						30,632
INCLUDING LONGEVITY INCREMENT:						
1	23,295	24,962	26,816	28,541	30,406	31,399
2	23,865	25,572	27,471	29,717	31,147	32,166

(1) Effective July 1 of the thirteenth year of consecutive service as an employee of the San Joaquin Delta Community College District, a longevity increment of 2½% will be added to the employee's base salary.

(2) Effective July 1 of the seventeenth year of consecutive service as an employee of the San Joaquin Delta Community College District, a longevity increment of 5% will be added to the employee's base salary.

1979-80 Classified Salary Schedule

Range	A	B	C	D	E
1.	425	445	467	489	512
2.	434	456	477	500	524
3.	445	467	489	512	535
4.	456	477	500	524	549
5.	467	489	512	535	561
6.	477	500	524	549	575
7.	489	512	535	561	588
8.	500	524	549	575	603
9.	512	535	561	588	616
10.	524	549	575	603	630
11.	535	561	588	616	645
12.	549	575	603	630	661
13.	561	588	616	645	677
14.	575	603	630	661	692
15.	588	616	645	677	708
16.	603	630	661	692	725
17.	616	645	677	708	742
18.	630	661	692	725	760
19.	645	677	708	742	777
20.	661	692	725	760	796
21.	677	708	742	777	815
22.	692	725	760	796	834
23.	708	742	777	815	853
24.	725	760	796	834	873
25.	742	777	815	853	893
26.	760	796	834	873	914
27.	777	815	853	893	936
28.	796	834	873	914	957
29.	815	853	893	936	980
30.	834	873	914	957	1,003
31.	853	893	936	980	1,027
32.	873	914	957	1,003	1,051
33.	893	936	980	1,027	1,076
34.	914	957	1,003	1,051	1,101
35.	936	980	1,027	1,076	1,126
36.	957	1,003	1,051	1,101	1,154
37.	980	1,027	1,076	1,126	1,180
38.	1,003	1,051	1,101	1,154	1,208
39.	1,027	1,076	1,126	1,180	1,236
40.	1,051	1,101	1,154	1,208	1,265
41.	1,076	1,126	1,180	1,236	1,295
42.	1,101	1,154	1,208	1,265	1,325
43.	1,126	1,180	1,236	1,295	1,355
44.	1,154	1,208	1,265	1,325	1,387
45.	1,180	1,236	1,295	1,355	1,421
46.	1,208	1,265	1,325	1,387	1,454
47.	1,236	1,295	1,355	1,421	1,486
48.	1,265	1,325	1,387	1,454	1,522
49.	1,295	1,355	1,421	1,486	1,559
50.	1,325	1,387	1,454	1,522	1,595
51.	----------				1,905

CLASSIFIED EMPLOYEES CLASSIFICATION RANGES

	Range
Account Clerk I	29
Account Clerk II	32
Account Clerk III	36
Accounts Payable Clerk	34
Administrative Secretary	39
Admissions & Registration Clerk	29
Agriculture Technician I	39
Agriculture Technician II	41
Assistant Payroll Clerk	33
Assistant State Technician	40
Athletic Equipment Technician	41
Athletic Trainer	39
Attendance Clerk	32
Audio Visual Clerk	28
Audio Visual Assistant	34
Bookstore Assistant	36
Bookstore Clerk	25
Bookstore Clerk II	28
Bookstore Merchandise Supervisor	33
Bookstore Office Assistant	29
Bookstore Shipping Clerk	25
Bus Operator	35
Bus Operator - Mechanic	37
Campus Police Officer	40
Campus Police Trainee	32
Cashier I	29
Cashier II	32
Cashier Head	32
Center Attendant	32
Clerk I (Admissions & Records)	22
Clerk II (Admissions & Records)	26
College Work Study Clerk	32
Community Relations Aide	33
Computer Operator	38
Computer Operator (Senior)	42
Computer Operator (Trainee)	34
Console Operator	26
Costume Assistant	41
Custodian	32
Data Control Technician	33
Drama Assistant	41
Duplicating Machine Operator	30
Electrician/Elevator Repairperson	51
Electron Microscope Technician	39
Enabler for the Handicapped	26
Evaluation Clerk	29
Facilities Clerk	31
Financial Aid Award Clerk	26
Financial Aid Processing Clerk	26
Financial Secretary	34
Financial Aid Receptionist	26
Food Services Assistant I	23
Food Services Assistant II	26
Food Services Cook	32

Food Services Dining Hall Manager	40
Food Services Head Cook	36
Food Services Special Events Coordinator	39
Foreign Student Aide	35
Gallery Attendant	22
Glazier-Locksmith	48
Grounds Equipment Operator	35
Groundskeeper	32
Groundskeeper Pest Control Technician	33
Head Mail Clerk	32
Health Unit Clerk	26
Instructional & Student Services Schedule Clerk	32
Instructional & Student Services Secretary	30
Instructional Materials Center Assistant	28
Insurance Clerk	29
Key Punch Operator	30
Language Laboratory Assistant	30
Lead Custodian	35
Lead Groundskeeper	35
Library Clerk	29
Library Secretary	34
Lifeguard	22
Mail Clerk	29
**Maintenance Carpenter	-F-
Maintenance Worker I	39
Maintenance Worker II	40
**Maintenance Painter	-F-
Matron	29
Music Laboratory Aide	30
P.E. Attendant	26
Payroll Clerk (Senior)	36
Personnel Secretary	32
Photo Laboratory Aide	30
Pool Maintenance Technician	39
Pre-School Laboratory Aide	30
Programmer	48
Programmer/Analyst	50
Programmer (Trainee)	40
Purchasing Clerk	30
Purchasing and Stock Control Clerk	44
Radio-TV Technician	46
Reading Laboratory Assistant	36
Records Clerk	29
Science Laboratory Aide	32
Secretary I	32
Secretary II	35
Secretary to the Superintendent	42
Stage Technician	49
Stock Clerk	32
Transportation Clerk	31
Typist Clerk I	22
Typist Clerk II	26
Utility Worker	35
Veterans Clerk I	28
Veterans Clerk II	32
Writing Lab Assistant	36

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**80% of Journeyman's Salary as of July 1, 1979

SAN JOAQUIN DELTA COMMUNITY COLLEGE

SUMMARY OF STAFF PERSONNEL BENEFIT INSURANCE PROGRAM - 1979-80

A Comprehensive Personnel Benefit Protection Program
for Members of
San Joaquin Delta Community College

	PERSONNEL BENEFIT	ANNUAL COST TO DISTRICT	BRIEF COVERAGE DESCRIPTION
1.	Group Life & Acc. Death Plan (Valley Forge)	$ 72.00	Various amounts of insurance based on age covering life of insured employee.
2.	*Group Long Term Disability Plan (Life Insurance Co. of North America)	$ 136.40	Provides coverage for employees of 2/3 of basic pay up to $2,000 per month if disabled longer than 60 days or expiration of your sick leave.
3.	Group Health and Vision Care Insurance Plan (Blue Cross)	$1,190.64	Provides coverage for Hospital, Medical, Major Medical, Eye Examination and glasses for employees and their dependents.
4.	Group Dental Plan (Great-West Life Assurance Co.)	$ 313.32	Provides coverages for 80% of Dental Care (80% prosthetics) for employees and dependents, with a 1-year waiting period on prosthetics.
5.	Group Prescription Drug Plan (Blue Cross)	$ 114.00	Provides coverage for Prescription Drug costs less $1.00 deductive for employees and dependents.
	Summary Total	$1,826.36	

All Programs have been arranged and are administered through the offices of Norman C. Harris and Associates, Employee Benefit Plans, P.O. Box 850, (947-8483), Stockton, CA 95201.

*Based on annual salary of $22,000 (62¢ per $100.00).

XI. THE DELTA COLLEGE WORK PLANNING SYSTEM

The main thrust of work planning is to build into the college operation an unremitting attention to purpose. Typically, the broad overall goals of the college are broken down into smaller, more manageable objectives with responsibility for carrying out these various objectives assigned to the various managers. In order for the numberous "departmental objectives" to successfully add up to the overall objectives of the college, a great deal of communication and coordination are necessary.

With the early concepts of management by objectives, no particular management style or theory was emphasized. It was assumed that management by objectives could be used as successfully by traditional managers as by modern types who encourage employee participation. Thus it was believed that goals could successfully be established solely by the manager, i.e., "your goal is to process 50 applications per month," or they could be jointly developed between employee and manager working together as a team.

When management by objectives has failed in organizations it is usually because of the assumption that managers have all the necessary information to set objectives for their employees. In these situations, the manager would rarely take time to communicate with employees about special conditions the employees might be facing or special resources they may need to carry out the objectives. Even more rarely would the manager ask the employees what they thought about the objectives or if there were other ways to do things that might contribute to increased organizational effectiveness. There has been too much emphasis on good and bad rather than effectiveness or ineffectiveness.

The main emphasis of work planning is that agreement on objectives between the manager and employee is more important in getting an organization's objectives achieved than any other single ingredient in management practice. All objectives, whether set from top down or bottom up in an organization, must be clearly understood and agreed upon by both the manager and employee.

Probably the best way to assure that the objectives are clearly understood and agreed upon is to subject them to a process of communication between manager and employee. This communication process requires that the manager and employee sit down together and talk about the more important aspects of the job until they can reach an understanding and agreement on the results they want to accomplish. It also requires that the manager move toward more involvement and participation on the part of the employee.

One of the most important aspects of work planning is that it is a joint activity between employee and manager. It doesn't really matter whether it is the employee or the manager who initiates the work plan. What is important is that they reach an agreement and commitment on the work to be accomplished within a given time period. It is this commitment that serves to motivate them both to accomplish the agreed-upon goals.

This highlights the Delta College system of work planning. The system should give managers fewer crisis situations to contend with because the work will be well planned in advance, there will be better communication with employees and through the use of progress review sessions, the manager will be able to stay on top of problems and thus have better control over the work in his/her unit. Employees, too, should be more satisfied because they will know what is important, what is expected of them, will be getting feedback from the manager as to how well they are doing, and will be meeting some of their higher-level needs by gaining a greater sense of achievement through involvement in the larger purposes of the college.

Here are five steps the Delta College manager should take to develop sound work plans.

Step One: Review the Job Description

How well do you know the job description for each job under your supervision? You may know them very well, but be careful about your assumptions. The employee may see his/her job differently. You should check your knowledge of each job on two or three counts:

1. Are you familiar with the job content, including duties and responsibilities?

2. How closely do you and employee agree on what results are expected?

3. Are you familiar with the course information sheets for each course taught by an instructor under your supervision?

One way to do this is for you and the employee to jointly review the most recent position description or teaching assignments. Pay particular attention to the major or most important duties of the job and how time is divided among the duties. Work with the employee to bring the position description and/or course information sheets up to date, if necessary. Be sure the updated position description is filed with your supervisor and in the Office of Personnel Services. Try to clarify any areas where there is confusion or misunderstanding about duties. This assures that you and the employee see the job in the same way. It also helps to insure that you will develop work plans consistent with the level of responsibility reflected in the job classification.

Step Two: Review the Performance Appraisal Forms and Process Agreed Upon in Contracts and Set Dates

Experience has shown that the performance appraisal process, to be effective, must be clearly understood by all concerned. Therefore, it is vital that each employee have a clear picture as to the basis of personnel evaluation process early in the college year.

This can be done individually or in groups.

Develop a year-long calendar for completing the personnel evaluation process. New staff members should be observed and counseled several times during the first year of employment. In the case of a new classified employee, the probation period is six months.

Step Three: Review Special Assignments or Responsibilities

It is also important that each employee know at the beginning of the college year of any special requirements. For example:

1. Any part of the job or teaching assignment that needs special emphasis or attention.

2. Any problem in getting the work done such as removing a barrier to meeting a deadline or coming to grips with a backlog.

3. Any improvement in the flow or method of accomplishing work that the manager and employee agree needs to be tackled.

4. Any preparation for change you both know is coming up, such as the overhaul of a course, a new law or rule that needs implementation, or a new way of using or caring for equipment.

5. Any special project that you are going to assign to the employee for the first time.

6. Any special assignment for the employee to broaden knowledge, or improve communication.

Step Four: Formulate Priorities Where Necessary

Taking those areas of the teaching assignment or job that you and the employee have agreed have high priority and need special attention, you should begin formulating priorities. You do this by:

1. Writing down what it is you want accomplished--thinking more about the results you want than about the means of getting there.

2. Specifying a reasonable time period in which to accomplish the results. The time can be two days, two weeks, two months, or even two years. What is a reasonable period of time for the particular results?

3. Specifying some measure of accomplishment appropriate to what you want to do. Will it be less of something? More of something? A better quality of course? A higher level of acceptance?

Step Five: Determine Necessary Resources and Coordination

Resources include people, money, time, materials, and space. Resources are always limited. How the employee uses his/her time, as well as the other resources available can be very important in accomplishing results. Try to specify the resources the employee will need to be successful in reaching the goals.

Your employee's priority goals may depend on someone else completing some phase of the work before your employee gets it, or someone else may not be able to progress until your employee's project is complete. As part of the work plan, ask your employee to check and get agreement on schedules in the unit or department which need to mesh with schedules.

XII. APPRAISING PERFORMANCE

Performance appraisal is the manager's formal and official opinion of how well the employee has carried out his/her assignments. It is the manager's evaluation of how well the employee is doing the job. Performance appraisal involves a discussion between manager and employee so that the employee clearly understands the manager's conclusions about the employee's job performance.

There are some special steps the namager should follow in conducting a performance appraisal discussion with an employee.

Step One: Collect Information and Be Sure Basis For Appraisal Is Understood

The manager should be continually collecting information on how the employee has been doing on the job. This information comes from the assignments and the manager's observations of how well the employee has carried out his/her assignments.

Be sure that each employee understands at the onset the basis for performance appraisal. Each Division Chairperson and each Supervisor is required to review the basis for performance appraisal and the established performance standards at the beginning of each college year.

Step Two: Completing the Evaluation Form

With the above information in mind, each manager should follow college schedules for completing the evaluation forms. Instructions accompany the forms and should be followed.

In completing the evaluation forms, the manager should remember that the appraisal is an opinion of how well the employee has performed on the job during the appraisal period.

Step Three: Discuss the Appraisal with the Employee

The manager must set specific times to discuss conclusions about the employee's performance with the employee. During the actual appraisal discussions, the manager should concentrate on the assignment and results rather than just personality traits. The manager reviews the work accomplished during the review period, reqarding with praise where appropriate.

The manager should share with the employee a copy of the evaluation report, giving the employee ample time to read it over. The employee should be encouraged to comment on the appraisal with the manager spending whatever time is needed to answer the employee's questions. Full discussion of points needing clarification is important, as well as listening to whatever is on the employee's mind. Most managers feel this type of discussion takes about an hour.

The basis of the appraisal report should be made clear to the employee with examples cited wherever possible. However, the manager should not pretend that the conclusions on the appraisal report are more than opinions. If

during the discussion the employee introduces important evidence or information that hadn't been considered before, the manager shouldn't hesitate to make changes in the report. To be open-minded in the face of new information is a continuing managerial responsibility.

The manager should avoid unnecessary criticism or dwelling on deficiencies during the appraisal discussion. If the manager has been conducting periodic progress review sessions during the year, the employee will already have a good idea of shortcomings or problems. The manager should not save up errors that have occurred over the months and bring them up at this time. Discussion of errors and necessary corrective or disciplinary action should take place preferably right on the spot when they occur. The appraisal should indicate only those recurrent problems that need correction.

Experience has shown that dwelling on negative aspects will cause the employee to turn off and not hear some of the other things the manager has to say; or perhaps become defensive and argue all the points on the appraisal. In order to encourage continued striving for improved performance, the manager will want the appraisal discussion to be a positive experience for the employee as well as being straightforward about desired improvements.

The appraisal discussion should be concluded by letting the employee know about any special recommendations that will be made, such as changing job description, special program, new job assignment, etc. A date in the near future to continue discussion where necessary should also be set at this time.

After the discussion, the employee should sign the appraisal report; then the manager should route the report through the appropriate channels.

Step Four:

The term ethics refers to the moral practices you pursue in your managerial duties. As a manager, you are responsible to protect the rights and human dignity of your employees.

In the appraisal process, managers make judgments about employees' performance. When you make these judgments about individuals, you need to be aware of the ethical considerations involved. For example, your appraisal of an employee could affect not only the working relationship with you but possibly a career.

The following is a list of things to remember when you make performance appraisal decisions:

1. Make your appraisal on the basis of previously established performance standards and information that is representative, sufficient and relevant. The evaluation form provides you with this type of information since it is based principly on performance rather than personality traits.

2. Make a straightforward appraisal. Some managers find it extremely difficult to talk to employees about the need for improvement. They tend to talk as though everything were all right, even though improvement is needed. If managers really want to help, they will face up to their managerial responsibilities and give the employee constructive criticism when it is needed.

3. Keep written and oral appraisals consistent. Don't write what you won't say.

4. Don't appraise people on the basis of their education, experience, status, or position in the hierarchy. Appraise them on their performance.

5. Don't appraise on hearsay information or someone else's opinion of the employee. Appraise the person only on the basis of what you have observed or can document.

The manager must also be careful when communicating opinions about an employee's performance, because there is always the danger of the information being misinterpreted or misused by the receiver.

When you give out information about employee performance, there are three things you should do:

1. Find out the reason for the request for the information before replying. Is the employee up for a promotion, being considered for a special assignment, being nominated for a training program? Make your reply consistent with the reason for the request.

2. Be careful about giving out informal, off-hand opinions. An unsubstantiated comment can have serious consequences. Give out information only from accurate records.

3. Give appraisal information only to those who have a legitimate need to know.

In conclusion, you must always be as objective, fair and ethical as possible when appraising employees and providing others with appraisal information. This way you avoid some of the negative consequences that can arise from the appraisal process.

Step Five: Forms

Only forms that are agreed upon in the collectively bargained contracts may be used.

MANAGEMENT EMPLOYEE PERFORMANCE APPRAISAL

MANAGER EVALUATED_____ TITLE_____

ASSESSED BY_____ TITLE_____

ASSESSMENT DISCUSSED WITH EMPLOYEE ON_____
(date)

INSTRUCTIONS

Evaluate each major job element and overall performance as follows:

"E" - EXCEEDS STANDARDS . . . . . Performance usually above expected level. Accomplished most stated goals or performed most tasks assigned and excelled in a substantial number.

"S" - SATISFACTORY . . . . . Performance is consistent with level of responsibility reflected in job classification.

"N" - NEEDS SOME IMPROVEMENT . . . Performance is below what is expected. Accomplished some goals or assigned tasks. Many goals unrealized or many tasks not performed.

Estimate of Employee's All-Around Performance

Check the box which most adequately describes overall performance.

Evaluate performance only--i.e., demonstrated results on the job. Remember: You are evaluating the employee's performance--the results achieved or not achieved and not the employee himself.

Consider the entire period covered, not isolated incidents alone; but do consider those things which, during the period, have required special attention and the degree to which the manager met the need.

Consider each of the listed major job elements separately. The descriptive factors cited after each job element are examples only; they are not all inclusive, nor are they listed in order of importance. Explain briefly in the spaces provided any aspects of these or related factors in which the assistant manager is especially strong or noticeably weak. It is essential that you justify or support your evaluation. Wherever possible, have facts to support it.

PRE-CONFERENCE Date_____

Comments:

EVALUATION CRITERIA	E	S	N
1. ADMINISTRATIVE COMPETENCE--Following are examples of factors which <u>may</u> be considered: — Devises economical and effective organizational or operational plans and procedures. — Establishes goals and assesses progress toward their achievement. — Adjusts work activities and schedules to meet emergency conditions or unanticipated requirements. — Understands, interprets, and gains support for management objectives. — Develops improvements in or designs new work methods and procedures. — Coordinates and integrates the work of subordinates effectively.			
	COMMENTS:		
2. SUPERVISORY ABILITIES--Following are examples of which <u>may</u> be considered: — Defines assignments or projects clearly. — Instructs, guides, and reviews the work of others effectively. — Delegates authority and responsibility and works with and through others effectively. — Is fair and objective in dealings with and judgements of subordinates. — Understands the theories and techniques of sound personnel management in dealings with employees, both individually and in groups. — Establishes and maintains high standards of quality and quantity for the work produced.			
	COMMENTS:		
3. ABILITY TO MAKE RECOMMENDATIONS AND DECISIONS--Following are examples of factors which <u>may</u> be considered: — Absorbs new facts and concepts quickly. — Analyzes complex issues or problems thoroughly and quickly. — Keeps organizational objectives in mind. — Assesses the advantages and disadvantages of alternative plans or courses of action. — Makes sound decisions; e.g.; based on past experience, present effort, and future outcome. — Accepts responsibility			
	COMMENTS:		

EVALUATION CRITERIA	E	S	N
4. INITIATIVE AND ORGANIZATIONAL ABILITY--Following are examples of factors which <u>may</u> be considered: — Is a self-starter. Usually initiates action rather than forced into it. — Implements ideas without outside pressure. — Has the capacity for setting goals and mobilizing material and human resources to get the job done.			
	COMMENTS:		
5. COMMUNICATIONS ABILITIES--Following are examples of factors which <u>may</u> be considered: — Communicates effectively with management, employees and (where appropriate) employee groups. — Fosters an attitude of responsive service to the public. — Is skillfull in oral and written communications. — Maintains poise, handles controversial or delicate matters skillfully. — Persuades others to consider and accept his position or point of view.			
	COMMENTS:		
6. PERSONAL ATTRIBUTES--Following are examples of factors which <u>may</u> be considered: — Has a positive outlook on the work and the college as a whole. — Is self-confident and enthusiastic. — Adjusts to work pressures, change, difficult situations without undue stress. — Is able and willing to judge people and situations on the facts. — Is tactful and courteous.			
	COMMENTS:		

Please note briefly in the appropriate spaces below those exceptional elements of the manager's job where performance has been a) especially effective, and/or b) needs improvement. The purpose of this section is to add emphasis to any item 1-6 where more information may be needed to reflect the employee's overall performance.

MANAGEMENT ROLE EXPECTANCIES:

a. Especially Effective Performance

b. Improvements Recommended

GOALS AGREEMENTS:

a. Especially Effective Performance

b. Improvements Recommended

EMPLOYEE'S COMMENTS:

This evaluation record has been discussed and understood. I understand I will receive a completed copy of the original prior to placement in my personnel file.

Signature of Employee_____

Signature of Evaluator_____

Certificated Employees Evaluation: Instructor

DEFINITIONS:

OUTSTANDING - Excellent; consistently superior performance.
(comments recommended)

EXCEEDS MOST STANDARDS - Performance usually above expected level.

SATISFACTORY - Performance complies with what is expected according to the Education Code and contract agreements.

NEEDS SOME IMPROVEMENT - Performance is below what is expected according to the Education Code and contract agreements.
(specific comments required)

UNSATISFACTORY - Performance is unsatisfactory and fails to meet what is expected according to the Education Code and contract agreements.
(specific comments required)

EVALUATION CRITERIA: INSTRUCTOR

The following are criteria that a division chairperson should discuss with the certificated staff member in a pre-evaluation conference to determine applicability. All items are not relevant to every instructor or appropriate to all subject areas. Specific items may be added to or deleted from the list by mutual agreement of the evaluator and the person being evaluated.

1. Instructional competence, such as:

   a. teaching method(s)
   b. classroom delivery
   c. provision for students' learning differences
   d. instructional aid(s)
   e. encouragement of questions and comments from students
   f. encouragement of independent and divergent thinking
   g. control of classroom environment

2. Subject matter competence:

   a. updates course materials
   b. updates knowledge of subject matter, such as:
      (1) courses, workshops, visitations
      (2) professional and technical literature
      (3) field work, research, job experience

3. Methods of student evaluation:

   a. examination practices, such as:
      (1) updated exams
      (2) varied types of questions
      (3) guidance of students' preparation for exams
      (4) test congruency with teaching methods and subject matter
      (5) use of exams as teaching tool
      (6) prompt return of exams

   b. alternate methods of evaluation, such as:
      (1) manipulative skills, performance tests
      (2) oral exams
      (3) term papers, projects, etc.

4. Responsibility:

   a. class preparation

   b. punctuality
      (1) classes
      (2) meetings
      (3) office hours

   c. office hours
      (1) maintains
      (2) encourages student access

   d. management of facilities, such as:
      (1) locking doors
      (2) turning out lights
      (3) cleanliness and orderliness

   e. supervision of classroom and/or laboratory

   f. attends scheduled meetings

   g. classroom equipment
      (1) supervision
      (2) working order
      (3) storage

   h. films and supplies
      (1) ordered in advance
      (2) returned on time

5. Required forms as stated in contract:

   a. on time
   b. complete and accurate
   c. clearly stated and realistic information

6. Relationship with students:

   a. courteousness
   b. rapport
   c. keeps appointments

7. Relationship with staff:

   a. courteousness
   b. cooperation

8. Enthusiasm:

   a. attitude
   b. try new ideas or equipment

9. Professional or community activities, such as:

   a. faculty organizations
   b. faculty committees
   c. professional organizations
   d. community activities
   e. advisor for student club or organization

CERTIFICATED EMPLOYEES EVALUATION REPORT - INSTRUCTOR

CONTRACT _____
REGULAR _____
HOURLY _____
OTHER _____

NAME _____

DIVISION _____

	Outstanding	Exceeds Most Standards	Satisfactory	Needs Some Improvement	Unsatisfactory	
1. Instructional Competence						Comments:
2. Subject Matter Competence						Comments:
3. Methods of Student Evaluation						Comments:
4. Responsibility						Comments:
5. Required Forms						Comments:
6. Relationship with Students						Comments:
7. Relationship with Staff						Comments:
8. Enthusiasm						Comments:
9. Professional or Community Activities						Comments:

1. Pre-Conference Date _____ Time _____ Room _____

Comments:

2. Formal Classroom Visitation Date_____ Time_____ Room_____

Comments:

3. Follow-Up Conference Date_____ Time_____ Room_____

Comments:

4. Suggestions or Recommendations:

5. Instructor's Comments:

6. Instructor Review:

I have reviewed this evaluation, but my signature does not necessarily indicate my agreement with the evaluation. I acknowledge the receipt of a copy at this time and understand I will receive a completed copy after sign off by the Dean of Instructional and Student Services indicating review of the original prior to placement in my personnel file.

_____ _____
Date Instructor

_____ _____
Date Evaluator

7. Review by the Dean of Instructional and Student Services.

_____ _____
Date Dean of Instructional and Student Services

cc: Original to File Date to File _____
Copy to Instructor Date to Instructor _____

EMPLOYEE EVALUATION SCALE

INFORMATION

☐ Permanent

Employee's Name_____ Status: ☐ Probationary 3__5__

Job Title_____ Department or Location _____

Name of Evaluator_____ Title_____

Date Evaluation Sent_____ Date Returned_____

INSTRUCTIONS TO RATER:

1. Study each trait very carefully before rating the employee.
2. It is important that you compare every employee you rate to the same standard. It is suggested that this standard be your concept of the "ideal" employee. While it is true inexperienced employees will generally score lower than those who have experience, such an approach will allow you to measure every employee's progress, or lack of progress between each period of evaluation.
3. As you rate the employee, you will find that each trait has 5 different levels of performance with each level having a "high" (H) value and a "low" (L) value. You must decide which value comes closest to describing the employee and circle the "L" or "H". The completed evaluation should have EXACTLY 8 circles.
4. Total all of the figures under all the boxes which have been marked and write the scores in the box on page 3.
5. After you have completed this evaluation, discuss it privately with the employee.
6. After you have discussed the evaluation with the employee, return it to the Office of Personnel Services.
7. A signed copy of the evaluation will be returned to the employee and one will be placed in his/her personnel file.

RATING GUIDE: Assign the score that most nearly reflects the performance relative to each separate factor. DO NOT OVERRATE - BE OBJECTIVE.

1. BELOW STANDARD: Must make and maintain radical improvement in the event employment is continued; rating and discussion are equivalent to a warning on this factor.
2. POOR: Does not consistently meet an acceptable standard or satisfy the basic requirements of the job; needs to make and maintain substantial improvement as stated.
3. AVERAGE: Meets acceptable standard or basic requirements of job: Should improve with training, applications, and experience. Inconsistencies to be noted.
4. GOOD: Consistently better than average performance; with continued experience and training might develop into outstanding level of performance.
5. EXCELLENT: Consistently and greatly exceeds all requirements for this area.

1. ABILITY TO ADAPT

L Below Standard H	L Poor H	L Average H	L Good H	L Excellent H
Never seems to understand anything the supervisor tells him. Cannot adjust from one job to another.	Takes considerable time to learn new ways to do things. Constantly requires instruction. Has difficulty in understanding and going from one assignment to another.	Reasoning ability & judgment about average Is neither slow nor fast to learn. Can handle new assignments with average amount of instruction.	Catches on fast. Doesn't require too much instruction. Can size up a situation quickly. Has good reasoning ability. Handles new assignment w/ a minimum of instruction.	Grasps and applies new ideas immediately. Seldom has to be shown how to do anything. An excellent memory. Can handle various assignments without any difficulty.

2. QUALITY OF WORK

L Below Standard H	L Poor H	L Average H	L Good H	L Excellent H
Makes too many mistakes in carrying out instructions. Poor quality of work. Requires excessive checking. Much rework.	Inclined to make mistakes. Believes in just getting by. Displays a lack of pride in work.	Produces an average quality of work. Only makes an average number of errors.	Seldom makes mistakes Carries out instructions well.	Produces a superior quality of work. Can be relied upon. Very little rework.

3. USE OF WORKING TIME

L Below Standard H	L Poor H	L Average H	L Good H	L Excellent H
Spends a good deal of time away from his work area. Kills time at every opportunity. Deliberately slows down work.	Clock watcher. Deliberately paces working speed. Wastes a lot of time.	Appears busy, but only accomplishes an average amount of work. Seldom plans work ahead.	Is on the job most of the time. Does not disturb others. Starts work promptly and puts in a good days work. Work speed above average.	On the job all of the time. A good example for others. Loses no time in starting to work and works up to the last minute. Superior in work speed.

4. ABILITY TO WORK AND DEAL WITH OTHERS

L Below Standard H	L Poor H	L Average H	L Good H	L Excellent H
Arouses resentment & quarrels w/ others. Seldom gives others credit for ideas. Not liked by co-workers. Tactless.	Causes confusion. Doesn't make friends. Inclined to be stubborn. Difficult to handle.	Uses average amount of tact and diplomacy. Gets along w/ people.	Well thought of. Promotes teamwork. Uses tact and diplomacy.	Natural leader. Highly cooperative, cheerful can so no without causing hard feelings. Commands respect from others. Instills confidence.

5. VOLUME OF WORK

L Below Standard H	L Poor H	L Average H	L Good H	L Excellent H
Unskilled. Does not concentrate. Does very little work.	Slow on new jobs. Lacks skill & knowledge to complete assigned work.	Works at a moderate speed. Needs occassional encouraging & urging. Has an average output.	Works fast. Skillful, understands best methods for putting out work.	Exceptionally fast & accurate. Does work in the best and quickest way.

6. ACCEPTANCE OF RESPONSIBILITY AND SELF MOTIVATION

L Below Standard H	L Poor H	L Average H	L Good H	L Excellent H
Never volunteers to undertake work. Resents chances. Not ambitious. Has no drive.	Always gives excuses. Believes in just getting by. Has very little drive. Puts out very little effort. Dislikes responsibility.	Will accept responsibility when absolutely necessary. Does not pass the buck, but does not go out of the way to make suggestions or assume additional responsibility.	Cheerfully takes any job offered. Works well when given responsibility. Frequently offers better ways of doing a job. Is inclined to work out problems alone.	Goes out of the way to accept responsibility. Always planning new methods of doing a job. Is a 100% self-starter.

7. ATTENDANCE AND PUNCTUALITY

L Below Standard H	L Poor H	L Average H	L Good H	L Excellent H
Often absent or late	Occasionally absent. Frequently late (or vice-versa).	Occasionally absent or late. Does not always report absence or tardiness in advance.	Seldom absent or late. unless for excellent reasons. Almost always reports absence or tardiness in advance.	Very good attendance record. Almost always at work and on time.

8. PERSONAL APPEARANCE

Below Standard	Poor	Average	Good	Excellent
Dress is highly objectionable. Grooming is very unkempt.	Dress in not appropriate for job. Not very well groomed.	Personal appearance, dress, & grooming are satisfactory.	Careful about grooming. Dresses appropriately for the job.	Very well groomed. Personal appearance is always outstanding. Always dressed appropriately for the job.

A. JOB PERFORMANCE RATING IN DETAIL:

a. Quantity of Work: the amount of work consistently produced or completed; speed of performance; ability to do more than one thing at a time when required.
COMMENTS: Strengths: _____

Suggestion For Improvement: _____

b. Quality of Work: the ability to organize tasks or work assignments; the accuracy and thoroughness of the results achieved; the compliance with established procedures; maintenance of neat, complete, meaningful records.
COMMENTS: Strengths: _____

Suggestion for Improvement: _____

c. Knowledge of Job: general as well as specific knowledge of the systems and procedures related to the particular assignment; broad knowledge of operational relationships between areas of operation; ability to utilize equipment provided for efficient function of the operation; ability to recognize and understand errors that could or do develop and the procedures for checking one's work; ability to correct errors when detected.
COMMENTS: Strengths: _____

Suggestion For Improvement: _____

d. SUPERVISION REQUIRED: amount of supervision required to effective and consistent performance of tasks assigned; self-reliance; judgment; initiative; ability to keep effectively busy for the good of the operation and handle situations as they occur; interest in development of new ideas.

COMMENTS: Strengths:_____

_____

_____

Suggestion for Improvement:_____

_____

e. COOPERATION: willingness to follow directions and instructions; flexibility; relationship with supervisors, customers, fellow employees; conformance with established rules and regulations for employees; willingness to volunteer assistance in training new employees or helping others; adherence to schedules for lunch, breaks, etc.

COMMENTS: Strengths:_____

_____

_____

Suggestion for Improvement: _____

_____

B. JOB REVIEW INTERVIEW:

Interviewer's Comment: _____

_____

_____

Employee's Reaction:_____

_____

_____

_____

_____

RECOMMENDATION: Retain:_____ Dismiss:_____ Other Recommendations:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

IT IS UNDERSTOOD THAT, IN SIGNING THE EVALUATION REPORT, THE EMPLOYEE ACKNOWLEDGES HAVING SEEN AND DISCUSSED THE REPORT. THE EMPLOYEE"S SIGNATURE DOES NOT NECESSARILY IMPLY AGREEMENT WITH THE CONCLUSIONS OF THE SUPERVISOR. IF HE SO DESIRES, THE EMPLOYEE MAY ATTACH A WRITTEN STATEMENT.

Employee's Signature _____ Date_____

Supervisor's Signature_____ Date_____

Director of Personnel_____ Date_____

STAFF IMPROVEMENT AND DUE PROCESS PROCEDURE

1. Interpretation

In the case of an employee who is not performing his or her job satisfactorily, the normal evaluation periods are too infrequent to aid the employee. The Staff Improvement and Due Process Procedure requires the supervisor to carefully watch the performance of the employee. This procedure will enable the supervisor to help an employee improve performance and provide a due-process procedure that can be carefully documented. Each administrator will establish in his or her operation this due-process procedure for dealing with staff members pertaining to the performance of duties. The following four points are to be followed:

a. Give NOTICE in writing to any employee who is performing unsatisfactorily and include this notice in their personnel file. The employee whould sign that he/she has received and read the notice.

   This is a judgment-call as to when the written notice must be given. Therefore, it is vital that each supervisor clear with the appropriate Dean or top-level official in charge of that area before the notice is given.

b. EXPLAIN in detail the problem or problems involved so that the employee may understand the deficiencies. (Special attention should be given to the adequacy or inadequacy of the job description).

c. Tell what ASSISTANCE will be given the employee to help him or her improve and correct the unsatisfactory performance. Our first effort must be to help people improve.

d. Include a TIME-Certain which will indicate specifically the date when improvement is expected. Schedule a future meeting to evaluate whether the employee should be given another Time-Certain Period with specific explanation of things to be achieved.

2. Recognition for Outstanding Work

It is also good practice to include in an individual's personnel file letters of commendation on work well done above and beyond the call of duty.

REPORT OF INDIVIDUAL EMPLOYEE-COUNSELING SESSION

THIS FORM IS TO BE DISCUSSED WITH THE EMPLOYEE

EMPLOYEE: _____ DATE: _____

DEPARTMENT: _____ POSITION: _____
(Division)

DEPARTMENT HEAD/SUPERVISOR: _____
(Division Chair)

Problem/Situation: _____

_____

_____

_____

_____

Suggestions Made to Employee for Improvement: _____

_____

_____

_____

_____

Expected Outcome: _____

_____

_____

_____

_____

TIME-Certain: _____

Date of Follow-Up Discussion: _____

_____ _____
Date Department Head/Supervisor
Division Chair

I have read and understand the above.

_____ _____
Date Employee

Copies to: Employee
Personnel File
Department Head/Supervisor

XIII. STAFF DEVELOPMENT PROGRAM

1. The college recognizes the need for management development to insure that each member of the management staff is equipped with the skills necessary to carry out the responsibilities of a position in a manner which generates confidence and respect among the staff, and which ensures the efficient operation of the College.

2. Staff development opportunities available to management are the same as those available to all certificated and classified staff. The College encourages management staff to participate in all forms of staff development.

   2.1 Travel Conference

   Each member of the management staff receives an appropriation for the purpose of attending conferences, workshops, and seminars off campus which provide professional update; additional education; and skills building.

   2.2 Workshops

   From time to time workshops are scheduled on campus for management staff on various topics selected for their relevance to direct management staff needs.

   2.3 Sabbatical Leave

   The objective of sabbatical leave is to permit the employee to pursue a planned and definite project of study, travel or research, or a combination of these, which will have a substantial benefit to the College and its students.

   2.3.1 Sabbatical Leave . (Managers - Board policy 2100)

   Sabbatical leave will normally be granted only once every six years for a given college year. Normally the sabbatical period for administrators will not exceed ten weeks.

   2.4 Staff Development Advisory Committee

   This committee is to review the needs of the total staff in regard to individual staff development opportunities.

2.4.1 The committee plans workshops and seminars to be given on campus for all staff members based on recognized needs. It also seeks, reviews and recommends staff proposals for "Investment Club" activities.

2.4.2 The committee is composed of faculty, management and classified employees. Recommendations for appointment to the committee come from the Academic Senate, Delta College Teachers Association and California State Employees Association. The members are appointed by the President.

Sabbatical Leave (Managers)

A. Objective

The objective of sabbatical leave is to permit the employee to pursue a planned and definite project of study, travel or research, or combination of these, which will have a substantial benefit to the college and its students.

B. Requirements

1. Any full-time management employee sixty-two years of age or under, who has satisfactorily completed six consecutive years of service in the San Joaquin Delta Community College District, may apply for sabbatical leave.

2. An application for a sabbatical leave will be submitted on a prescribed form. (Attached Form C)

3. The formal application requesting sabbatical leave will be submitted to the Director of Personnel Services on appropriate and timely notice.

C. Number

1. No more than one of the full-time administrative staff will be granted sabbatical leave in a given period. Should the number of requests for leave exceed the entitlement, selection will be based on factors including seniority, value of the project to the college and its students, the urgency of the planned project, and whether or not the employee has previously been granted a sabbatical leave.

2. Alternates may also be selected should the number of requests for sabbatical leave exceed the entitlement, and will be given priority on the same basis as described above. If an accepted applicant wishes to become an alternate, the first alternate will be given the sabbatical leave and the accepted applicant will go to the top of the alternate list.

3. In the event leave is not granted during the college year requested, an employee's application will not be carried over to the following year. It will be necessary for the employee to resubmit his application.

4. The ability to replace the administrator requesting sabbatical leave by reassigning responsibilities to other members of the administrative staff will be a basic consideration in determining whether or not leave can be granted for a specific period.

D. Acceptance or Change

1. Acceptance of sabbatical leave must be submitted in writing to the President and Superintendent following notification that such has been granted.

2. The employee upon being granted sabbatical leave must agree to return to service in the district for a two-year period in the same or higher administrative capacity following the completion of leave. The obligation would be terminated if the administrator is reassigned to a teaching or lower administrative capacity.

3. Any chance in one's sabbatical leave project following the granting of leave shall be submitted in writing to the President and Superintendent for approval immediately and not later than one month prior to the beginning of the granted leave period.

E. Length

Sabbatical leave will normally be granted only once every six years for a given college year. Normally, the sabbatical period for administrators will not exceed ten weeks.

F. Compensation

1. An administrative sabbatical leave is authorized at a rate of 100% pay. This constitutes a complete sabbatical.

2. The employee on sabbatical leave may be paid in the same manner and at the same time that he would normally be paid in executing his responsibilities on campus by either (1) posting an indemnity bond for the amount to be paid him, or (2) obtaining from a bank a Trust Term Certificate for the amount made payable to the college. In lieu of the bond, or Trust Term Certificate, the employee will be paid one-half the amount due at the end of his first year of service following his return from sabbatical and the remainder of the amount at the end of his second year of service.

3. The employee can obtain a bond on his own or through the assistance of the college business office.

G. Report on Leave Project

A written report will be submitted using "Form B", attached at the end of policy 2510, as a summary cover sheet to the President and Superintendent within sixty days of the return of the employee from sabbatical leave. Copies of "Form B" are available in the office of the President. This report prepared with appropriate detail shall include information as to travel and countries visited, a transcript of courses completed, report on special research undertaken, or a description of special materials collected such as slides, tapes, photographs or papers.

H. Acceptance of Sabbatical Leave Report

The President and Superintendent will notify the employee of the acceptance of his sabbatical leave report as soon as the report is approved. The decision to approve or not approve the report will be made no later than six weeks after the report is submitted by the employee.

I. Failure to Complete Sabbatical Leave Requirements

1. Failure of an employee to return to the district and to serve at least two years immediately following his sabbatical leave will result in full or pro-rated repayment of the salary paid to the recipient by the District (Education Code 13460), unless the failure is based on such conditions as death or physical or mental disability as certified by a licensed physician, or reassignment as noted in Section E above.

2. Failure of an employee to complete the stated objectives in his original application or any modified objectives as approved by the President and Superintendent may result in an official reprimand by the Board of Trustees, the reprimand to be placed in the personnel record, and/or full or partial payment of the salary paid to the recipient by the District, unless the failure is based on such conditions as death or physical or mental disability as certified by a licensed physician or reassignment as noted in Section E above. Final determination of failure of compliance with the stated objectives shall be made by the Board of Trustees upon recommendation of the President and Superintendent.

3. Appeal of the recommendation of the President and Superintendent on the non-fulfillment of the sabbatical leave requirements shall be made through the established grievance procedure.

XIV. GENERAL DISPUTE SETTLEMENT POLICY

1. Disputes shall be categorized as one of the following three types:

   a. Affirmative Action Appeal - Affirmative Action Appeal deals only with discrimination as related to race, sex, age, religion, national origin, political affiliation, domicile, marital status, or physical handicap.

   b. Grievance - Grievance deals only with matters relating to an alleged misinterpretation, misapplication, or a violation of matters relating to wages, hours of employment, health and welfare benefits, leave and transfer policies, safety conditions of employment, class load, or procedures to be used for the evaluation of employees.

   c. Complaint - Complaint deals with matters not covered by the grievance procedure or by affirmative action appeal. A complaint must be processed through normal administrative channels in the college.

2. Right to be represented - Either party to the dispute may elect to represent himself or herself at any step in the procedure or to be accompanied by representatives of his or her own choosing whether or not such person is an employee of the District. Prior approval for absence from regular duties shall be granted by appropriate administrators to the parties to the dispute when such regular duties conflict with required attendance at conferences or hearings in the procedure. A representative of an officially recognized employee organization may present a dispute statement on behalf of an employee, provided that such employee has authorized the organization to do so in a written statement submitted to the employee organization. Copies of this dispute settlement shall be forwarded to the respondent, immediate supervisor, President, and to the appropriate employee organization.

3. An employee is free to determine under the policy definition which of the above three types of dispute settlement should be pursued in resolution of the problem. However, once that choice has been made, it shall be the only procedure used.

4. Any correspondence pertaining to a dispute with any employee will be kept in a file separate from his or her regular personnel file, with total access to the file by all parties to the dispute during the course of dispute settlement. This dispute settlement file will be maintained in the Personnel Office by the personnel officer. After the dispute settlement procedure has been completed or terminated, access to the file will be limited to the President, Vice-President Management Services, Dean of Instructional and Student Services, Dean of Students and Counseling Services, Dean of Supporting Services, Affirmative Action Officer Title IX Compliance Officer, and the employee(s) involved in the dispute. A record of entrance to the file, showing the date of entry and the signature of the entrant, will be maintained.

GENERAL DISPUTE POLICY (Continued)

5. All mutual agreements between the parties will be placed in writing. If possible, any dispute process will be finalized before the end of an academic year.

6. Costs for the internal administration of this dispute settlement procedure shall be borne by San Joaquin Delta College. Costs for the arbitrator, should one be requested by the employee, shall be borne equally between the employee and San Joaquin Delta College.

7. Nothing set forth herein shall prevent an employee who has exhausted the administrative procedures set forth hereinafter from appearing before the Board of Trustees.

8. If an employee files any affirmative action appeal, grievance or complaint with any other person or governmental agency (for example, with the State Fair Employment Practices Commission or with a private attorney) prior to initiating any step under the hereinafter outlined policy for settlement of disputes, then the District shall not be required to process the same through the District administrative procedures as outlined hereinafter.

9. Reference to days in this procedure shall mean calendar days.

10. A Board certified or recognized exclusive representative shall be considered an "employee" for the purpose of initiating action by this Board policy or the associated administrative procedures.

11. See Policy/Procedures Manual, Policy 3780, Dispute Settlement, for governing procedures.

Affirmative Action Appeal

A. Purpose/Scope

To provide a formal and proficient avenue at the college for hearing employee appeals of alleged acts of discrimination which are in violation of rights guaranteed under equal employment opportunity legislation or Board-approved policies.

B. Regulations/Implementation

1. First Step - An individual alleging discrimination violation of rights guaranteed by law or Board-approved policies, hereinafter called appellant, shall first attempt to resolve such alleged violation at the office or department level.

   a. No later than twenty (20) days after the alleged violation, the appelant shall file a written report with the immediate supervisor.

   b. The immediate supervisor shall review the report and shall, within five (5) days, conduct a conference with the persons involved. After the conference the supervisor shall render a decision to the principals and take appropriate action.

2. Second Step - If the appellant feels that the charge of alleged discrimination has not been satisfactorily resolved as a result of the procedures undertaken in the First Step, the appellant may submit to the Affirmative Action Officer an appeal which shall be submitted on the San Joaquin Delta Community College Discrimination Appeal Form. The appellant shall outline thereon specific charges and evidence of discrimination. Such appeal must be filed within ten (10) days after appellant's receipt of the supervisor's decision in Section 1.b. above.

   a. Upon receipt of the properly completed San Joaquin Delta Community College Discrimination Appeal Form, the Affirmative Action Officer shall, within five (5) days, notify the person(s) against whom the appeal is filed.

   b. The Affirmative Action Officer shall undertake review and conciliation efforts as follows:

      (1) Review/Conciliation Efforts -- by Affirmative Action Officer:

Within five (5) days of notification of filed Appeal Form (B.2.a.) the Affirmative Action Officer shall initiate the following as needed and complete proceedings within fifteen (15) days:

--individual meetings with appellant and respondent;
--joint meeting with appellant and respondent to attempt conciliation.

(2) Since conciliation and mutually agreeable solution are the purpose of this step, the Affirmative Action Officer will prepare, in writing, the proposed conciliation or solution and submit to parties involved, within five (5) days.

3. Third Step - If the appeal is not resolved satisfactorily through the conciliation efforts in the Second Step, the Affirmative Action Officer shall within ten (10) days, arrange for a hearing with the college President or his designee (hearing officer).

   a. The Affirmative Action Officer will notify all parties in writing of the scheduled hearing.

   b. The President or Hearing Officer shall review the appeal, hear testimony, and study other evidentiary materials.

   c. The Hearing Officer shall make recommendation(s) to the President as soon as possible, but no later than ten (10) days after completion of Section 3.b.

   d. The President shall take such action as he deems appropriate and notify all parties within ten (10) days. His action shall be final insofar as this administrative procedure is concerned.

   e. Each of the involved parties will be given copies of written procedures for the hearing.

4. Restrictions

   a. Unless otherwise determined by the Affirmative Action Officer, no action shall be taken until the appeal has been resolved.

   b. Neither the appellant nor the District shall arbitrarily delay action of the appeals procedure.

   c. There shall be no harassment or retaliation against the employee involved, or any other employee or witness involved, at any time because of filing of the appeal. (Title VII, Civil Rights Act of 1964)

C. Legal References:

1. Policy 3780 or 4450, Dispute Settlement
2. Executive Order 11246, as Amended by Educational Amendments of 1972.
3. Title VII of the Civil Rights Act of 1964 as amended.
4. Title IX of the Educational Amendments of 1972.
5. Rehabilitation Act of 1973 (Sections 503-504)
6. Public Law 93.508.
7. Age Discrimination in Employment Act of 1967 as amended.

Grievance

A. Purpose and Scope

1. A grievance shall mean that there has been an alleged misinterpretation, misapplication or a violation of matters relating to wages, hours of employment, health and welfare benefits, leave and transfer policies, safety conditions of employment, or procedures to be used for the evaluation of employees, as contained in negotiated agreements or Board policy or administrative procedures.

2. The failure of the employee to act on any grievance within the prescribed time limits will act as a bar to any further appeal. A supervisor's failure to give a decision within the time limits shall permit the employee to proceed to the next step. The time limits, however, may be extended by mutual agreement.

3. An investigation or other handling or processing of any grievance shall be conducted so as to result in minimal interference with, or interruption of, the instructional program and related work activities.

B. Procedures

1. First Step - An attempt shall be made to resolve any grievance in informal verbal discussion between the employee and his/her supervisor.

2. Second Step - If the grievance cannot be resolved informally, the employee shall file the grievance in writing and, at a mutually agreeable time, discuss the matter with the supervisor. The written grievance at the second step must be within twenty (20) days from the date of occurrence of the event giving rise to the grievance. The supervisor shall make a decision on the grievance and communicate it in writing to the employee within ten (10) days after receipt of the grievance.

3. Third Step - In the event the grievance has not been satisfactorily resolved at the second step, the employee shall file, within ten (10) days of the supervisor's written decision at the second step a copy of the grievance with the Vice-President, Management Services. Within ten (10) days after such written grievance is filed, the employee shall meet to resolve the grievance. The Vice-President, Management Services shall file an answer within ten (10) days of the third step grievance meeting and communicate it in writing to the employee and the supervisor.

4. Fourth Step - In the event that the grievance has not been satisfactorily resolved at the third step, the employee shall file, within thirty (30) days of the written decision of the Vice-President, Management Services, a request with the Vice President, Management Services to proceed to the fourth step--A hearing before a Hearing Officer.

The Hearing Officer will be selected as follows:

a. With the concurrence of the employee, the President may either serve as the Hearing Officer or designate another person who need not be an employee of the District to serve.

b. If the employee and the President are unable to agree on a Hearing Officer within the five (5) day period from the third step appeal, then the employee may request an Arbitrator chosen from a list of seven (7) names requested jointly by the President and the employee from the American Arbitration Association. The employee shall strike from the list the name of one candidate; the names will be stricken in this manner until the name of one candidate remains, who shall be the Hearing Officer.

The Hearing Officer shall conduct a hearing within either ten (10) days of the receipt of the written appeal of the third step decision or ten (10) days of agreement on the Hearing Officer. The Hearing Officer shall notify the President of his/her advisory decision with ten (10) days of such hearing. Within (10) days of the receipt of this written advisory decision by the President, the President will render a final written decision setting forth the reasons for such decision. This decision shall be final insofar as this administrative procedure is concerned.

5. Optional Fourth Step - At the option of the employee, instead of the Fourth Step above, the decision at the Third Step may be appealed directly to the Board of Trustees. Such appeal shall be requested within thirty (30) days from receipt of the third step answer. A hearing shall be scheduled by the Board of Trustees at its earliest convenience. Thereafter, the final decision shall be made by the Board of Trustees in a timely manner.

Complaints

A. Purpose and Scope

1. A complaint is a concern of an employee regarding conditions or actions of employment not covered by the affirmative action appeal or by the grievance procedure.

   a. OPTION - At the option of the employee, the services of the Personnel Office, Affirmative Action Officer, or Title IX Officer may be requested in the process of resolving the complaint.

2. An investigation or other handling or processing of any complaint shall be conducted so as to result in minimal interference with, or interruption of, related work activities.

B. Procedure

1. First Step - An attempt shall be made to resolve any complaint in informal verbal discussion between complainant and his/her supervisor.

2. Second Step - If the complaint cannot be resolved informally, the complainant shall file the complaint in writing and, at a mutually agreeable time, discuss the matter with the supervisor. The written complaint shall state the remedy requested. The filing of the formal, written complaint at the second step must be within twenty (20) days from the date of occurrence of the event giving rise to the complaint. The supervisor shall render a decision on the complaint and communicate it in writing to the employee within ten (10) days after receipt of the complaint.

3. Third Step - In the event a complaint has not been satisfactorily resolved at the second step, the complainant shall file, within ten (10) days of the supervisor's written decision at the second step, a copy of the complaint with the Vice President, Management Services with a request to meet to resolve the complaint. The Vice-President, Management Services shall file an answer within ten (10) days of the third step complaint meeting and communicate it in writing to the employee and the supervisor.

4. Fourth Step - If the complaint is not resolved at the third step, the decision may be referred to the President or the Board of Trustees on the fourth step within ten (10) working days or by agreement of the parties.

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A. CHECKLIST FOR HANDLING DISPUTES AT INITIAL STEP FOR MANAGEMENT

1. GET THE DISPUTE DOWN IN WRITING

_____ Let the grievant tell his story (Listen).
_____ Don't personalize the issues.
_____ Take notes, keep a record.
_____ Get names.
_____ Get dates.
_____ Get times.
_____ Get the category of dispute procedure to follow.
_____ Get the remedy desired.
_____ Ask the person to repeat the story.
_____ Repeat the essentials of the dispute to the employee in your own words.

2. GET THE FACTS

_____ Check the collective bargaining contract.
_____ Check the time limits.
_____ Check grievability.
_____ Check college policy and procedures.
_____ Check previous dispute settlements for precedent.
_____ Check the experience of others in similar cases.
_____ Seek advice from your supervisor if necessary.
_____ In deciding give the benefit of the doubt to management.
_____ Reach a preliminary decision and check it with your supervisor.

3. GIVE YOUR ANSWER

_____ Settle the dispute at the earliest moment that a proper settlement can be reached.
_____ Explain your position orally.
_____ Write a simple answer to the dispute.
_____ Once it is made, stick to your decision.
_____ Explain the employee's right to appeal.

4. FOLLOW UP

_____ Make sure any action you promised was carried out.
_____ Be alert to situations that might bring other disputes.
_____ Correct such situations before another dispute is filed.
_____ Explain change to your employees.
_____ Be consistent.
_____ Know your employees and their interests.
_____ If disciplinary action is taken, do it privately.
_____ Constantly support management.
_____ If you have done all of the above, expect management's support.

B. CHECKLIST FOR HANDLING DISPUTE APPEALS FOR MANAGEMENT

1. THE INITIAL APPEAL

_____ Ask for a personal conference with the grievant.
_____ Ask the employee to repeat his story.
_____ Get the employee representative's position (CSEA or Delta Teachers Assn.).
_____ Get important facts.
_____ Take notes.
_____ Repeat the dispute in your own words to grievant and his or her representative.
_____ Get the remedy requested.

2. GET THE FACTS

_____ Check time limits.
_____ Check grievability.
_____ Check with immediate supervisor of employee.
_____ Check facts on both sides.
_____ Seek advice if necessary.
_____ Reach a preliminary decision.
_____ Check your preliminary decision with your supervisor.

3. GIVE YOUR ANSWER

_____ Answer as soon as possible.
_____ Explain your position orally.
_____ Write a simple answer to the dispute.
_____ Once it is made, stick to your decision.
_____ In deciding, give the benefit of the doubt to management.
_____ Explain the employee's right to appeal.

4. FOLLOW UP

_____ Make sure any action you promised was carried out.
_____ Train your supervisory employees to reduce disputes.
_____ Support management.
_____ If you have done all of the above expect the support of management.

SAN JOAQUIN DELTA COLLEGE GRIEVANCE OR COMPLAINT FORM

NAME_____ LOCATION_____

Brief statement of Grievance or Complaint
(Written statement must be filed within
20 days from the date of occurence.)

(1) Date of Event
Creating Dispute
_____

Grievance or Complaint Procedure Chosen:

Relief Sought:

Step I - Informal Meeting
If settlement is not reached informally with immediate supervisor, grievant should proceed to Step II.

Step II

Received by: _____
Immediate Supervisor

(1) Date Received: _____
Must be within 20 calendar days of occurrence.

Findings:

(2) Date of Meeting:_____

(3) Date Completed:_____
Written decision must be within 10 calendar days of (1)

Step III

Received by:_____
Appropriate Dean or
Vice President

(4) Date Received:
Must be within 10 calendar days of (3)

(5) Date of Meeing:
Must be within 10 calendar days of (4)

Findings:

(6) Date Completed:
Written decision must be within 10 calendar days of (5)

Step IV

Received by:_____
President

(7) Date Received:
Must be with 30 calendar days of (6)

(8) Date selected:
Must be within 5 calendar days of (7)

Hearing Office selected

(9) Date of Hearing:
Must be within 10 days from agreement on Hearing Officer (8)

Hearing:

Hearing Officer Decision Received:

(10) Date Received: _____
Must be within 10 days of hearing

_____
President

President's Decision Completed

(11) Date Filed:_____
Must be within 10 days of hearing

Optional Step IV

Received by:_____
President

(12) Date Received:
Must be within 30 calendar days of (6)

(13) Date of Hearing:

Board Hearing:

(14) Date of Decision:

Board Decision:

San Joaquin Delta College Affirmative Action Appeal Form
(Use for an employee appeal of alleged acts of discrimination which are in violation of rights guaranteed under equal employment opportunity legislation or Board approval policies)

NAME_____ LOCATION_____

Brief Statement of Appeal
Written statement must be filed within 20 days after the alleged violation.

DATE OF EVENT CREATING APPEAL_____

Specific charges and evidence of discrimination:

Relief Sought:

Step 1 - Informal Meeting (at the Office or Division level)

Received by:_____
Immediate Supervisor

Findings:

(1) Date Received:_____
Must be within 20 calendar days of occurrence.
(2) Date of Conference with applicant:
_____
Must be within 5 calendar dyas of (1)
(3) Date Findings given appellant:
_____
Must be within 10 calendar days of (2)

Step II

Received by:_____
Affirmative Action Officer

Results of Conciliation Attempt:

(4) Date Received:_____
Must be within 10 calendar days of (3)
(5) Date of notification to person against whom appeal is filed
_____
Must be within 5 calendar days of (4)
(6) Date met individually with appellant and respondent
_____
Date met jointly with appellant and respondent_____
Meetings must all be within 5 calendar days of (4)
(7) If not finalized, arrange within 10 calendar days for hearing.

Step III

Received by:_____
President's designee
(Hearing Officer)

Hearing Office Decision
received by:_____
President

(8) Date received: _____
Hearing must be held and notification made to President within 10 calendar days of (80
(9) Date Received:_____
(10) Date all parties notified_____
Must be within 10 calendar days of (9)

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Step III (continued)

President's Decision Complete

XV. POLICY/PROCEDURES PROCESS

Basic Principles of Staff Participation in Policy Making

A. The following basic principles shall govern participation in policy making:

1. Effective means of two-way communication between staff and administration shall exist and shall be used.

2. The Faculty Senate, as the representative body of the certificated staff in matters of an academic or professional nature, shall review all proposed policies and procedures or changes in policy and procedures and such other matters as designated in the Master Contract prior to their adoption or implementation.

3. The SJDCTA/CTA/NEA, as the bargaining unit for faculty, shall review all proposed policies and procedures or changes in policy and procedures which include negotiable matters or existing contracts prior to their adoption or implementation.

4. The California School Employees Association, Chapter 359, San Joaquin Delta College, as the bargaining unit for classified employees, shall review all proposed policies and procedures or changes in policy and procedures which include negotiable matters or existing contracts prior to their adoption or implementation.

5. A realistic time frame will be used for each staff group to analyze and make recommendations on proposed changes in policy and procedure.

6. All matters of policy and procedure shall follow the established "cycling process" as shown in implementing Procedure 2301.

B. Standing Committees shall provide an additional avenue for staff involvement in policy making. The following will govern the establishment of standing committees:

1. Faculty will be nominated by the Faculty Senate and appointed by the President/Superintendent to serve on college standing committees.

2. Classified employees will be nominated by the classified Bargaining Unit and appointed by the President/Superintendent to serve on appropriate college standing committees.

POLICY/PROCEDURE NO. _____

TITLE _____

_____

POLICY/PROCEDURES PROCESSING CHART

STEP 1 Policy/Procedure Origination Discussed with College President.

_____ Date

_____

STEP 2 Assignment to Write or Revise the Policy or Procedure

_____ Date

_____

STEP 3 Referral to Interested or Affected Groups

_____ Referred to _____ _____ Date

STEP 4 Negotiable Item YES _____ NO _____
Referred to Bargaining Unit

_____ Action taken: _____ Date

STEP 5 Review by President's Cabinet (First Reading) _____ Date

_____ Action Taken:

STEP 6 Referred to _____ _____ Date

_____ Action Taken:

STEP 7 First Reading by Board of Trustees _____ Date

_____ Action taken:

STEP 8 Review by President's Cabinet (Second Reading) _____ Date

_____ Action Taken:

STEP 9 If any changes are made, referred to Bargaining Unit _____ Date

_____

STEP 10 Second Reading and Adoption by the Board of Trustees _____ Date

Action taken:

Adopted 2-20-79

PROCEDURE FOR POLICY REVIEW

Policy/Procedure No._____

Policy/Procedure Revision_____

New Policy_____

Title_____

This form is to accompany policy revisions and/or new policy proposals initiated either by the Acdemic Senate or the Administration. This form should be completed before referral of a policy revision or a new policy to the Board of Trustees for first reading. Any policy received by any party involved, not bearing this form, will be returned without action.

A. Academic Senate _____ or Administration _____ rationale for new policy or changes in existing policy. (Attach comments if necessary.)

Date_____

Signature of Respondent_____

Title_____

B. Response to above proposal with rationale for changes. Each administrative faculty or student group involved should respond. (Attach comments if necessary).

Date_____

Signature of Respondent_____

Title_____

C. Additional comments:

D. Final disposition by Superintendent/President:

Date_____

Signature _____

Copies of completed form to all responding parties:

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